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Using a Magazine

A magazine such as the CATHOLIC SCHOOL JOURNAL should be used and not merely read. No one teacher will find it desirable to carry out all the suggestions pertaining to her work, which are to be found in an issue of an educational journal, just at the time she reads them. But each issue of such a journal should be filed for future use and referred to at the proper time.

The foregoing remarks are occasioned by the fact that the present issue of the CATHOLIC SCHOOL JOURNAL has specialized in one subject appropriate to the month of October; namely, Teaching Devotion to the Holy Guardian Angels. Previous October issues have supplied material on Columbus and on other seasonable material.

The Practical-Aids section of this issue also suggests a program for Fire-Prevention Week, October 5-10.

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The CATHOLIC SCHOOL JOURNAL

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No. 10

Devotion to the Holy Guardian Angels *Sister M. A. Merici, S.S.N.D*

Editor's Note. For a discussion of the fundamental outlooks for teaching a unit on the Guardian Angel, see the article in this number (p. 355) by the Editor.

*What an one, think ye, shall this child be? (Luke i. 66).
He hath given His angels charge over thee (Ps. xc. 11).*

WHEN the news of the birth of St. John the Baptist, with its wonderful accompanying circumstances, was noised abroad over all the hill country of Judea, they that heard were filled with fear and exclaimed: "What an one, think ye, shall this child be?" (Luke i. 66). And Zachary, the father of the Precursor, filled with the Holy Ghost, prophesied: "Thou, child, shalt be called the Prophet of the Most High: for thou shalt go before the face of the Lord to prepare His ways" (Luke i. 76).

The Christian teacher might well ask herself in regard to the future of every child intrusted to her care: What shall become of this child? If she cannot respond with Zachary, "this child shall be called the Prophet of the Most High," she can say with Holy Mother Church: This child, whose soul has been purified in the cleansing waters of baptism, is to be forever a child of the Most High, and therefore God hath given His angels charge over him to keep him in all his ways. The work of training and educating such a child is, therefore, a work of vital importance. The teacher shares, as it were, the office of the angelic spirits, for she is to be the visible guide of the children, while God's angels are to be their invisible guides.

An Aid to the Teacher

In the arduous work of her holy vocation, the Christian teacher will find inspiration and help in the practice of devotion to the Holy Guardian Angels. She will

find in the angel appointed by God as her guardian, a loving friend and a prudent counsellor; and in the angels of the children, powerful and willing associates in the performance of her sacred duties.

The beginning of the new scholastic year seems to be a very appropriate time for teaching devotion to the Holy Guardian Angels, because of the liturgy of this season. On September 29, Holy Mother Church celebrates the feast of the Archangel Michael, whom she venerates as the protector of the entire Church; on October 2, she commemorates the feast of the Holy Guardian Angels; and on October 24, the feast of the Archangel Raphael, whom she honors as the special protector and guardian of the sick and of travelers.

The practice of devotion to the Holy Angels is not the product of an emotional heart, or a vivid imagination; it is supported by Scripture, by the belief of the Church, and by the testimony of the saints.

Proofs from Holy Scripture

The following texts may be cited to strengthen and verify the Catholic Doctrine concerning the Holy Guardian Angels:

"Behold I will send My angel, who shall go before thee. Take notice of him, and hear his voice" (Exod. xxiii. 20, 21).

"The angel of the Lord shall encamp round about them that fear Him; and shall deliver them" (Ps. xxxiii. 8).

"For He hath given His angels charge over thee; to keep thee in all thy ways. In their hands they shall bear thee up: lest thou dash thy foot against a stone" (Ps. xc. 11, 12).

"See that you despise not one of these little ones, for I say to you, that their angels in heaven always see the face of My Father Who is in heaven" (Matt. xviii. 10).

"Are they not all ministering spirits, sent to minister for them, who shall receive the inheritance of salvation?" (Heb. i. 14).

Belief of the Church

It is a common opinion in the Church that the guidance of man to his last end is intrusted to the good angels, who burn with zeal for the glory of God and the salvation of man. "Theologians commonly teach that every member of the human race at the moment when the soul is infused into the body, is intrusted to the keeping of an individual angel; and that this angel remains his guardian until death, whether the child grows into a sinner or a saint, pagan or Christian" (*The New Cath. Dict.*, p. 423).

Furthermore, it is the opinion of the Fathers that kingdoms, nations, churches, etc., have each a special angel appointed by God to guard and protect them. This opinion is based on the words of Scripture (Dan. ii. 10) which speaks of the Guardian Angels of the Jews, Persians, and Greeks.

Testimony of the Saints

St. Augustine in writing of the Holy Angels says: "The angels love us as their fellow citizens, and hope to see us fill up what has been lost to their own number by the fall of the rebel angels. For this reason they are always present with us, and watch over us with the greatest care. At all times, and in every place they are ready to help us, and to provide for our wants. They walk with us in all our ways; going out and coming in, they follow us, anxiously considering whether we live piously and purely in the midst of a wicked world. They assist those who labor; they guard those who rest; they encourage those who fight; they crown those who conquer; they rejoice with the joyful, and sympathize with the suffering. When we do well, the angels are glad, but the devils are sad. When we sin the devils rejoice, but the angels are cheated of their joy" (*Solil. Cap. 27*).

The devotion to our Guardian Angels is, after the devotion to our Blessed Mother, the most sweet and consoling. We are never alone; day and night there is with us a pure celestial being, to whose special care God has confided us; a being, faithful to his divine mission, ever intent on promoting our true happiness. How comforting is this thought, especially in the time of trial and temptation. St. Bernard says: "With an angel beside you, what need you fear? Your angel will not let himself be conquered or deceived; he is faithful, prudent, powerful; why then should you fear?"

How to Teach Devotion to the Guardian Angels

A very effective means for teaching devotion to the Holy Guardian Angels, is to let the children work out a Guardian Angel unit in connection with the religion class. The following unit was prepared by a group of normal students as part of their classwork. It may readily be adapted to the capacity of children in any of the elementary grades. The teacher can select and organize the material according to the needs and capacities of her class, and can supply her own instructional procedure and techniques.

GUARDIAN ANGEL UNIT

A. Learning Objective

To acquire a deeper knowledge and greater love of the Holy Guardian Angels, and to practice a more tender and grateful devotion to them.

B. Aims

1. To foster greater intimacy between the child and his Guardian Angel, by teaching him to look upon his angel as a constant companion and friend.

2. To supply in part for the inherent love of the supernatural in every normal child, and to counteract the fairy concept.

3. To bring about a keener realization of the infinite value of the soul, since God prized it so highly as to give it as a constant guardian and champion in the vicissitudes of life, one of the princes of His heavenly court.

4. To encourage daily prayer to the Guardian Angel, and to develop familiar intercourse with him.

C. Aspects

These aims may be achieved or attained by studying the Holy Guardian Angels under the following aspects:

1. The Promise of the Guardian Angels

The following Scripture texts contain this promise: "Behold I will send My angel, who shall go before thee. Take notice of him, and hear his voice" (Exod. xxiii. 20, 21). "The angel of the Lord shall encamp round about them that fear Him; and shall deliver them" (Ps. xxxiii. 8).

2. The Office of the Guardian Angels

"He hath given His angels charge over thee to keep thee in all thy ways" (Ps. xc. 11).

What do the Guardian Angels do for us? In obedience to the command of God these holy spirits:

a) Watch with tender care over the preservation of our body, our health, and our life, which are exposed to so many dangers.

b) They take still greater care of our immortal souls and of our spiritual interests; they teach us, bring good thoughts to our minds, show us the snares laid for us, encourage and sustain us in the spiritual combat, secretly reprove us for our faults, and draw us by gentle inspirations to perform our duties.

c) They daily pray for us that we may remain good and virtuous. When we pray, they pray with us. Many sinners would perhaps already be in hell, if their Guardian Angels had not prayed for them, and begged God to avert His punishments.

d) They do for us what the Archangel Raphael did for the young Tobias. Raphael guided Tobias, protected him on his long and perilous journey, showed him what was the right thing to do, and prayed for him and for his father. The Archangel's words, "When thou didst pray with tears and bury the dead, I offered thy prayer to the Lord," show us that our angels know

all about our prayers, and carry our prayers and good works before the throne of God.

e) They assist us especially in the hour of death. When the last hard battle must be fought, they will be with us; they will struggle with us and for us until the final victory is won, and our heart is at rest. But not even then will they leave us — then, when the best and most loyal of friends must leave us — when we are on the threshold of eternity. When the light of this world fades away, and the brightness of eternity bursts upon us, our Guardian Angels will present our souls before the tribunal of the Divine Judge, and will plead our cause for us.

f) During our sojourn in purgatory our Guardian Angels will visit and console us, and when the time of purgation is ended, they will joyfully bear to us the tidings of release from our imprisonment, and will lead us in triumph to the Kingdom of Heaven.

3. The Work of the Guardian Angels Exemplified in Scripture

a) Two angels saved Lot and his family at the time of the destruction of Sodom and Gomorrah.

b) An angel stayed the hand of Abraham when he was about to slay his son Isaac.

c) The Archangel Raphael protected and guided Tobias.

d) Angels protected the young men in the fiery furnace.

e) An angel led Peter out of prison.

f) An angel appeared to Cornelius, and told him prayers had been carried up to heaven.

4. Guardian Angels in the Lives of the Saints

a) St. Frances of Rome was given constant sight of her Guardian Angel, who shed such brightness about him that the saint could read her midnight office by this light alone. He shielded her in the hour of temptation, and directed her in every good act. But when she was betrayed into some defect, he faded from her sight; and when some light words were spoken before her, he covered his face in shame.

b) We read in the life of St. Cecilia that she often heard the songs of the angels.

c) At the approach of his death, St. Dominic saw his Guardian Angel joyfully beckoning, and lovingly calling to him: "Come, beloved one; come, come to enjoy eternal bliss."

d) During the six months preceding the death of St. Nicholas of Tolentino, the angels repeatedly invited him to the joys of paradise. At night he frequently heard beautiful, ravishing melodies, which awakened in him a great longing for heaven.

5. Our Duties Toward our Guardian Angels

"Behold I will send My angel, who shall go before thee. Take notice of him, and hear his voice" (Exod. xxiii. 20, 21).

What do we owe our Guardian Angels? St. Bernard says that we owe them:

a) *Respect*, which we can manifest by acting in

their sight, especially when we are alone, as if we were in the company of some great person. The thought that one day our angels will bear witness for or against us, will help us always to be respectful and reverent, even when alone.

b) *Devotion or Gratitude*. Politeness demands that we show our gratitude to those who assist us in temporal needs; how much more, then, ought we to be grateful toward our Guardian Angels who help us in all our needs, both spiritual and temporal. This gratitude can be shown in no better way than by being docile and obedient to our heavenly guides. At the end of every day, moreover, we should thank them expressly for all they have done for us during the course of the day.

c) *Confidence*. A lack of confidence would pain our Guardian Angels just as it pains a friend if we do not trust him. We can best show our confidence by consulting and invoking our angels in all our doubts and difficulties, and begging them to pray for us.

6. The Feast of the Holy Guardian Angels

The first request for a feast in honor of the Holy Guardian Angels came in 1579 from Cordova, Spain. In 1608 Paul V extended the feast to the whole Church. Clement X in 1670 appointed it to be kept October 2, and ever since it has been celebrated in the Church on this day. The liturgy of the Mass of this feast points out to us most beautifully the dignity and divine mission of the Holy Guardian Angels.

The children should be encouraged to attend Holy Mass and receive Holy Communion in honor of their Holy Guardian Angels, and to thank them in a very special manner on this day. It is to encourage us to the practice of devotion to our angels, that Holy Mother Church has instituted this festival. We should love and honor them, not only as our constant companions in life, but also as friends of God, who are already enjoying the Beatific Vision.

7. Invocations and Prayers to Our Holy Guardian Angels

Our Guardian Angels, as our constant companions and friends, like to have us converse with them. We do not neglect conversation with our earthly friends, and should we treat our heavenly friends less courteously? The following are short invocations and prayers that might be taught the children at various age levels:

Holy Angel, my Counselor, inspire me.

Holy Angel, my Defender, protect me.

Holy Angel, my tender Friend, love me.

Holy Angel, my Consoler, strengthen me.

Holy Angel, my Brother, be always near me.

Holy Angel, my Master, teach me.

Holy Angel, my Shepherd, guide me.

Holy Angel, witness of all my actions, purify me.

Holy Angel, my Help, support me.

Holy Angel, my watchful Guardian, help me.

Holy Angel, my Advocate, pray for me.

Holy Angel, my Adviser, speak for me.

Holy Angel, my Light, enlighten me.

O good Angel, whom God in His Divine Providence has

appointed to be my guardian, enlighten, protect, direct, and govern me. Amen. (100 days' indulgence each time; Plenary indulgence once a month, under ordinary conditions.)

Angel of God, my Guardian dear,
To whom His love commits me here,
Ever this day be at my side
To light and guard, to rule and guide. Amen.

Holy Angel, my protector,
Ne'er forsake me on the way
Through earth's dark and tearful valley
To my heavenly home, I pray.

Make me worthy of thy guidance,
While I sojourn here below,
That I may o'ercome temptations
And in virtue daily grow.

Oh! Support me in my weakness,
Lest, unguarded, I should fall;
Still be with me in the struggle
When I hear the final call.

Be my shield, my strong defender,
Ever in this world of sin;
Leave me not, my Holy Guardian,
Till the crown of life I win.

8. The Angels in Art

The angels in general seem to have been a favorite subject to great artists like Fra Angelico, Raphael, Bellini, Correggio, etc., and we have many of their famous paintings. But Plockhorst alone seems to have been attracted especially by those angels who are to be the guardians and protectors of the children of men.

What child is not familiar with Plockhorst's picture of the *Guardian Angel*. It is one of the noblest and most inspiring works of Christian art. If we thoughtfully study the details of this picture, we shall find that it speaks to the heart as well as to the eye. This charming scene of child life appeals to everyone who gazes at it. The central figures in the scene are the two little children, pictures of innocence and purity. They are walking along a dangerous precipice, while enjoying the beauties of nature. The one little child is intent on catching a butterfly that is leisurely flitting to and fro; the other child is culling flowers near the edge of the precipice; and the Guardian Angel is hovering above them with extended arms, ready to protect them against impending danger.

What child has not had a similar experience in life? Was it not his Guardian Angel who shielded and protected him against the dangers that threatened him? This picture inspires the children with greater love and more fervent devotion toward their Holy Angels.

9. Guardian Angels in Poetry

GOOD MORNING

Good day, my Guardian Angel!
The night is past and gone.
And thou hast watched beside me,
At midnight as at dawn.

The day is now before me,
And as it glides away,
Oh, help me, please, to make it
A good and holy day.

—Rev. Matthew Russell, S.J.

A CHILD TO HIS ANGEL

Little angel, can you fly,
Can you run and play as I?
Are your wings of shiny gold,
Am I sheltered neath their fold?

Little angel, do you stay
With me all the night and day?
When I'm naughty do you cry?
Fold your wings, and gently sigh?

Do you never, never roam
To your starry, skiey home,
Always taking care of me
My, what must an angel be.

I can never see you, dear,
Though I feel you always near,
When I tumbled on the stair
Yesterday, I felt you there.

Soon I'll be a great big girl,
Will then cease your toil and care?
Is it fair that all through life
You must share my pain and strife?

Are you not a prince from court,
Who God's battle nobly fought,
Now come down to care for me —
My, what must an angel be.

What must be your royal King
Who placed me beneath your wing,
Bidding you to guard me, Guide,
E'er to watch close by my side.

Make me humble, good and pure,
Fight for me, should sin allure;
Watch me, warn me, ever be,
Gentle angel, close to me.

THANK YOU

I wish I could see the bright angel
Who walks all the day by my side;
I wish I could say to him "Thank you"
For being my guard and my guide.

DEAR ANGEL

Dear angel, ever at my side,
How loving must thou be,
To leave thy home in heaven to guide
A little child like me!

Thy beautiful and shining face
I see not, though so near;
The sweetness of thy soft low voice,
I am too deaf to hear.

Yes, when I pray, thou prayest too,
Thy prayer is all for me,
But when I sleep, thou sleepest not,
But watchest patiently.

—Father Faber

Beautiful angel!
 My guardian so mild,
 Tenderly guide me,
 For I am thy child.
 —W. Herbst, S.D.S.

TO MY GUARDIAN ANGEL
 Sweet Angel, let me cling to thee;
 Keep me from sin and danger free.
 Oh, be thou near me all the day,
 Whether I work, or rest, or play!
 And when the night falls, dark and still,
 With gentle thoughts my bosom fill.
 Stay close beside my little bed,
 When I my evening prayers have said;
 Enfold me in thy spotless wings,
 Driving away all evil things.
 Banish all strange and fearful dreams
 Until again the morning beams —
 Until, night's nameless terrors o'er,
 I wake within thy arms once more.
 —Hope Willis

GUARDIAN ANGELS
 An angel smiled this happy morn,
 That hour a little child was born,
 With silken hair and starry eyes,
 A little wanderer from the skies,
 A little spirit, free from guile,
 And oh, she had that angel's smile.

God sends His angels now and then
 To touch the sinful hearts of men;
 A child, perhaps, in mortal guise,
 With winsome face and starry eyes,
 (Sometimes, alas, with eyes grown dim,
 He calls His angel back to Him.)

God, give us grace, whate'er betide,
 To know the Angel at our side!
 To say, wherever we may be:
 "My Guardian Angel walks with me."
 —Gertrude E. Heath

TO MY ANGEL
 Good-night, my Guardian Angel,
 The day has sped away;
 Well spent, or ill, its story
 Is written down for aye.
 And now, of God's kind Providence
 Thou image pure and bright,
 Watch o'er me while I'm sleeping —
 My Angel dear, good-night.

SEND YOUR ANGEL TO HOLY MASS
 O holy Angel at my side, go to church for me,
 Kneel in my place, at Holy Mass, where I desire to be.

At Offertory, in my stead, take all I am and own,
 And place it as a sacrifice, upon the altar throne.

At holy Consecration's bell, adore with seraph love,
 My Jesus, hidden in the Host, come down from heaven above.

Then pray for those I dearly love, and those who cause
 me grief,
 That Jesus' blood may cleanse all hearts, and suffering
 souls relieve.
 And when the priest Communion takes, oh, bring my Lord
 to me,
 That His sweet Heart may rest on mine, and I His temple be.

Pray that this Sacrifice Divine may mankind's sins efface;
 Then bring me Jesus' blessing home, the pledge of every grace.

THE ANGEL'S SONG OF TRIUMPH

My work is done,
 My task is o'er
 And so I come,
 Taking it home,
 For the crown is won,
 Alleluia
 Forever more.

My Father gave
 In charge to me
 This child of earth
 E'en from its birth,
 To serve and save,
 Alleluia
 And saved is he.

This child of clay
 To me was given,
 To rear and train
 By sorrow and pain
 In the narrow way,
 Alleluia
 From earth to heaven.

—John Henry Newman

10. Guardian Angels in Story

The Guardian Angel as Protector

In a certain city there was an old wall falling to pieces. A good woman was walking along with her 5-year-old boy holding her hand. When they came near that wall, the boy stopped and made his mother stop. The mother said to him: "Come on." But the boy would not move. Immediately an awful crash was heard, and down came the wall in a cloud of dust. A few more steps, and mother and child would have been killed and buried under the ruins. When they reached home, the mother asked: "Why did you stop suddenly and refuse to go on?" The boy answered: "Did you not see?" "See what?" the mother asked astonished. "That beautiful youth dressed in long bright clothes; he stood right before me, and I could not pass." The mother recognized in this wonderful incident the protection of her child's Guardian Angel.

Lilly's Guardian Angel

(This incident, which happened in Europe, is told by Angelo Palmieri, and shows the loving care with which children are protected by their Guardian Angel.)

Pleasant springtime had returned. Again the vivifying sun had awakened nature to blooming life and had quickened new joy and hope in the hearts of men. Even the somber railway, which wound like a huge serpent through the stony wastes of the city's outskirts, was enveloped in golden sunlight. Little children were romping about upon the grassy embankment, their beaming eyes betraying radiant happiness, their little faces flushed with excitement and activity.

Little Lilly, not yet 3 years old, a sweet little cherub with golden curls and rosy cheeks, slipped away unnoticed and seated herself on one of the ties between

the tracks. Her little lap was filled with the first blossoms of spring, the tender children of the green meadows. She caressed the lovely flowers with her star-bright eyes and chubby hands, as a queen caresses the jewels of her crown. She had forgotten her companions, who were so intent on their games that they did not notice her absence from the group.

Suddenly there was a whizzing, whirring noise like the shrieking of demons, as an express train came thundering round the bend some rods behind. But little Lilly did not hear; she was occupied with the pretty blossoms in her lap. Too late the screams of the terrified children; too late the despairing exertions of the engineer to stop the onrushing train. No power could stay its winged flight; it hurled onward, it blustered by, burying the unsuspecting child.

But there was one whose watchful care of the child had not relaxed. When the train came to a standstill some distance farther on, the agitated trainmen hastened back to recover the little body, but to their astonishment they saw the little maid rise quickly from the tie, all unharmed, though badly frightened, and hasten to rejoin her playmates whose hearts were still beating with fright. Surely it was God's angel who had so faithfully protected the child confided to his care, and held her motionless while the great train passed over her head, thus miraculously preserving her from a tragic death. Her little companions surrounded her and led her home to her overjoyed mother.

—From *Tabernacle and Purgatory*

Saved by His Holy Guardian Angel

The devout and esteemed educator of youth, Rev. Bernard Overberg, was once rescued from a grave misfortune by a mysterious voice which he ever ascribed to his Guardian Angel. At the time in question, he and three companions were passing through a dense forest. It was midnight, and because of the intense darkness it seemed perilous for them to journey farther that night, so they determined to put up at a little inn which served as a shelter for the men working in the forest. The driver was told he could put the horses in the stable and remain in the haymow for the night, while Father Overberg was assigned a small bedroom and his two other companions a second room.

Father Overberg did not retire immediately, but first knelt to say his night prayers. While he was praying, he distinctly heard a voice saying: "See that you get out of this house at once!" The priest opened the door to see whether there was someone outside, but saw no one. He resumed his prayers, but again heard the same voice, this time more insistently. He also noticed a bright light in the corner of the room from which the voice seemed to proceed. Instantly he gathered up his baggage quietly, aroused his companions in the adjoining room and bade them prepare to resume their journey at once, and then went to the stable and ordered the driver to hitch up the horses as quickly and noiselessly as possible.

All in the inn were apparently deeply wrapped in slumber, when, with the greatest secrecy, the travelers set out. Toward daybreak they reached the edge of the forest and entered a village where they rested and refreshed themselves. While they were seated at a table, a horseman came riding up to the inn at full speed, and joining them for a short respite, he related that on the previous night a robbery with murder had been planned at the little inn in the forest, and that he was now on his way to notify the police. When he arrived at the forest inn, he said, shortly after midnight, and was investigating as to whether he could gain admittance at that hour, he saw a dim light in a rear room and noticed three ruffians plotting together. Through the half-open window he could hear snatches of their conversation quite distinctly, and gathered that the intended victims of their plot were four persons who had shortly before arrived at the inn, one of them a priest, among whose belongings they were confident they would find something valuable.

There was no doubt in the minds of the four travelers that it was they who had been the objects of this foul plot, and recognizing in the mysterious voice the warning of the Guardian Angel, they thanked God Who had thus delivered them from the snare of these wicked men. From that time forward, Father Overberg was more zealous than ever in his devotion to his Holy Guardian Angel. Prudence should urge us to invoke the protection of our Holy Angel daily.

—From *Tabernacle and Purgatory*

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- NOTE: The October issue of the various Catholic monthly magazines usually contain short stories about the Holy Guardian Angels.



GEOGRAPHY PROJECTS

In the September issue of *The School* (Toronto), H. E. Amoss suggests making models of locks for lifting ships from one level to another. Pictures, diagrams, cardboard models, etc., will illustrate the process.

In the same magazine Margaret Crone gives some hints on elementary map drawing. Since development of knowledge should proceed from the known to the unknown, the author advises first drawing a map of the schoolroom, then one of the school grounds, then one of the school district, proceeding thence to a map of the county.

Proportion, direction, location, and neatness are essentials. The blackboard is the best teacher's aid in directing map drawing.

The Holy Guardian Angels

Edward A. Fitzpatrick

ONE of the conceptions associated with childhood which seems particularly consonant with it is the conception of the Guardian Angel. What a lovely conception it is. How appropriate. What an evidence of God's love and God's loving providence. When the Sister told us to move over a little on our seat to make room for the Guardian Angel, how near we felt the Angel to be. We could almost hear his wings flap. We wondered as Francis Thompson did whether the Angel's shoulder was too high to lean on. How we like the pictures so generally available of the Guardian Angel protecting the child. It might seem like giving up Santa Claus to give up this conception of the Guardian Angel — unless indeed, it be to give it up for a better and more spiritual conception.

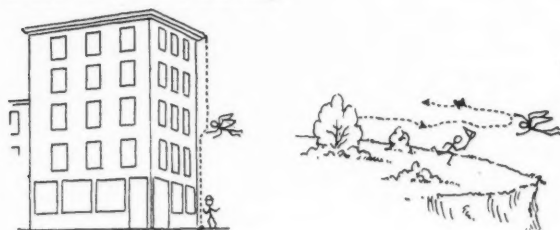
The pictures of the Guardian Angel generally in use emphasize the Angel's physical protection of the child. It protects the child from a serpent, unless the serpent is indeed symbolic of sin. He protects the child from the precipice. Is the function of the Guardian Angel, in the providence of God, to protect the child from physical harm? Is it wise to emphasize exclusively the physical protection of the Guardian Angel?

But let us examine some gross representations of the Guardian Angel. First let us examine one in the nature of chalk talks where the methods of the interference of Guardian Angels in human affairs is indicated quite graphically and realistically.

Here a brick is falling on a child, and his Guardian Angel is on the "job," pushes it out of its path, as it were, by miraculous intervention and saves the child from injury.

Is this the conception we want to give the child? Do we want him to get the conception that he will get from this illustration, that the ever-present Angel will protect him from harm, from snakes, from precipices, from falling bricks? And if, in our neighborhood, some child was injured during the year or yesterday, how are we going to explain the failure of the child's Guardian Angel or God's providence?

This same idea is shown in another of these chalk-talk drawings. In this the Guardian Angel changes the course of a butterfly to save the child from the precipice immediately in his path, if the butterfly goes ahead. Here is the drawing.



To show how these ideas reach the schoolroom, we list a series of dramatizations proposed for use in the first grade:

1. Dramatize ways in which the children have felt or could feel the assistance or protection of the Guardian Angel; for example, crossing busy streets, playing in the street, near railroad tracks, etc. Allow several boys to make a train by placing both hands on the shoulders of the one in front. The aisles can be the tracks, and at the crossing several children are playing tag near the tracks. When the train draws closer, one child runs toward the track, but just then the Guardian Angel (one of the girls) comes up and prevents the child from crossing just as the train passes by.

2. Show the picture of the Guardian Angel protecting the children while chasing butterflies. Ask questions regarding the picture. Dramatize the same.

Two or more may be chosen to be the children playing, another may be the Angel. A bench or chair may be placed in the center of an aisle or other suitable place. The children holding their heads in the air, seeming to be watching a butterfly, run on heedless of the approaching danger. One may even step up on the bench or chair and then when he is about to take the next step, which would hurl him over the precipice, is stopped by the Guardian Angel.

3. Everyday occurrences may also be dramatized. With these the children are more familiar. For example, crossing the street, or running into the street in front of cars. The aisles may be used as streets. The front of the room may be the child's playground; suddenly a ball bounds out of his hand, he runs for it and in his excitement dashes directly in front of an approaching automobile. He is knocked down, but the Guardian Angel, who is ever near, has protected him.

4. When I cross the street, I will ask my Guardian Angel to protect me.

5. When I go to bed, I will ask my Guardian Angel to watch over me.

6. When I hear the bell for Mass, and I cannot go because I am sick or mother won't let me go, I will send my Guardian Angel to hear Mass for me.

7. When I say my prayers, I will frequently ask him to shield me from temptation, sin, and from . . .

It is hardly conceivable that such gross conceptions of the Guardian Angel should be printed in books, and be commended generally to teachers. Surely no such conception is in accord with the mind of the Church. This representation of the method of the agency of the guardianship is hardly the way the Church thinks of it — and is hardly a basis for a universal guardianship in an orderly universe, nor for a guardianship primarily spiritual.

It may be urged that the Guardian Angel is to protect physically the child even to the point of miraculous intervention, or more safely that angels, as messengers of God, do interfere in human affairs to save man's life or to protect him from harm. This latter point we concede. And the way to teach it is not in the imaginative conception of the interference of the Guardian Angel for Mary, Robert, and Richard, but in the historical record of angelic guidance as given

in the books of the Old and New Testament. All that we can say is probably that whenever in the providence of God, He wishes to protect some person for His purpose, He has done it. It is not wise doctrine to teach that an Angel is always ready to save us from our folly, or thoughtlessness, or mistakes, or in situations of danger, or those not within our control or of our doing. The former gives us an intelligent doctrine, and it *may* be applicable to us, if in God's providence He wishes to carry out some purpose.

In this connection we might recall the words of Nicetas, Bishop of Aquileia (d. 414).

Therefore, when somebody is anxious to embrace the Faith, it is necessary to meditate carefully and prepare those necessary lessons which unlearned people are able to understand and assimilate; nevertheless, such lessons are not to be drawn from our own brain, but taken out of Holy Scripture. It is from the Divine Letters that candidates for baptism are taught.

But there is no need to give up the beautiful conception of the Guardian Angel. It is a great thing to be able to tell the child that Christ Himself has said "that their Angels in heaven always see the face of My Father Who is in heaven." What an admirable starting point or concluding point for our conception of the Guardian Angel.

Perhaps we can understand what the mind of the Church is with reference to Guardian Angels by noting what the emphasis is in the Mass of the Holy Guardian Angels (Oct. 2). In the *Collect* we read:

O God Who, in Thine ineffable providence, hast deigned to send Thy holy Angels to watch over us; vouchsafe to Thy suppliants in all our days to find safety in their protection, and in eternity to share their happiness. Through our Lord.

What God promised in the Old Law to the people is made the *Epistle* of the Mass, and thereby renewing the promise held out to us.

Thus saith the Lord God, Behold, I will send My Angel, who shall go before thee, and keep thee in thy journey, and bring thee unto the place that I have prepared. Take notice of him, and hear his voice, and do not think him one to be condemned, for he will not forgive when thou hast sinned, and My name is in him. But if thou wilt hear his voice, and do all that I speak, I will be an enemy to thy enemies, and will afflict them that afflict thee: and My angel shall go before thee.

We are to listen to them. They are to guide us. Certainly the agency indicated in the chalk-talk illustrations is quite other than that suggested in this passage from the Old Testament.

The spiritual destiny of man is the purpose of the guardianship of men by their Angels. In the *Secret* the prayer is that —

In Thy holy kindness grant that, under their watchful guardianship, we escape the manifold dangers that threaten us, and safely reach that life which is everlasting. Through our Lord.

And this is further emphasized in the Postcommunion, where —

... humbly we beg of Thee, under their guardianship, to be at all times delivered from the craft of our enemies and to be made strong, against all adversity. Through our Lord.

There seems no doubt that in accordance with the mind of the Church as revealed in the Liturgy it is important that the fundamental conception of the function of the Guardian Angel is a spiritual guardianship to bring us safely to the end of man's journey, which is life eternal.

The Mass of the Holy Guardian Angels quotes the passage also, which is used by Satan in the temptation of the wilderness:

And he brought Him to Jerusalem, and set Him on a pinnacle of the temple, and he said to Him: If Thou be the Son of God, cast Thyself from hence.

For it is written, that He hath given His angels charge over Thee, that they keep Thee.

And that in their hands they shall bear Thee up, lest perhaps Thou dash Thy foot against a stone.

And note especially Christ's answers, which may not be without significance in this connection.

And Jesus answering, said to him: It is said: Thou shalt not tempt the Lord, thy God.

That seems to me to be the only answer that can be given, too, to those who teach the main, or the principal guardianship over men, even children, as a physical guardianship. "Thou shalt not tempt the Lord, thy God."

If we consult an authority ready at hand, Dom Vonier, in his excellent book on *The Angels* in the "Treasury of the Faith" series, we find some significant, pertinent sentences:

This angelic guardianship is something natural, something normal, as normal as the great powers of the physical cosmos. The spirits have not received a mission to interfere with man's free action; they have received a mission to save man from the results of his own evil deeds as far as is compatible with the higher dictates of God's justice. When an angel shows his protecting power manifestly, as when he delivered Peter from the prison, you have a miraculous intervention which ought not to be taken as the criterion of the ordinary working of spirit tutelage. There can be miracles of angelic intervention, as there can be miracles of Divine intervention; but they are exceptions; God and His angels work unceasingly for man's welfare.

So far we have considered angelic guardianship in the life of nature, as one only of the great forces that keep the universe together; but it is evident that we cannot separate man's higher and supernatural destiny from his natural life; we are called to the kingdom of heaven, the angels see in us their fellow participants in the graces of the Holy Ghost, and they have the additional mission of leading us to heaven.

This comment on the Guardian Angel is typical of wise teaching procedure in many other religious topics. We shall want to keep before the child the real beauty and loving kindness of God in the conception of the Guardian Angel. We want to emphasize what must be the main service of Guardian Angels to humanity — the spiritual guardianship of men. This must be the main conception of the child; it must be the main conception of the adult. Physical guardianship must be, at least, incidental, and not in the miraculous manner indicated in the drawings, unless, perhaps, the individual has a special mission in the providence of God, as for example Tobias, Peter, or Paul.

Guardian Angel, pray for us.

Developing Right Attitudes Through Teaching Geography

Sister M. Julia

I. The Attitude of Attention

TEACHING knowledge is no "pouring-in" process. The mind knows only by its own activity. It is what the pupil does, not what the teacher says, that determines the success of the teaching process. A teacher teaches knowledge, only when she occasions the proper knowing activity; that is, when she puts her pupils mentally on tiptoe for the lesson—an art that has no recipe. This mental alertness, the psychologist calls the "attitude of attention." And it is this serviceable, indispensable, attainable quality of mind which is the first result the geography teacher expects as the outcome of a vital interest in things geographic.

Attention not only means the ability to focus the mind on a certain point, excluding all foreign ideas, but also the ability to reach out and grasp everything that can contribute to the point in question. Consequently, "it is one of the most fundamental attributes of the mind," Angell declares, "and one which must condition every stage of mental development and education."¹ Yet, lack of concentration is one of the most glaring faults in our modern classrooms. It is the subject of lamentation of many a teacher. In a recent case study of 2,468 school children in Missouri made by Dr. C. E. Germane and 603 teachers, the "uninterested child" was found to be the second greatest moral problem of the Missouri teacher from the kindergarten through the ninth grade, and in the senior high school the "uninterested pupil" was branded as the greatest problem.²

No one can claim to have achieved "any material mastery over himself who cannot at will control his attention even amid distractions."³ Without concentration there can be no study or real thinking. Can children be taught to concentrate? No teacher doubts it and every subject in the school curriculum by its varied appeals for habit formation, training of the will, and motor activities has its place in the teacher's efforts to train attention. Because of its deep interest in socialized human needs, it is possible that geography with its many-sided interests may rank as one of the foremost factors in encouraging and strengthening this, the fundamental attitude.

¹Angell, J. R., "Attention," *A Cyclopaedia of Education*, edited by Paul Monroe, Vol. 1, p. 295.

²Character Education, *Courses of Study for Elementary Schools*, edited by Charles A. Lee, State Superintendent of Public Schools of Missouri.

³Angell, J. R., "Attention," *A Cyclopaedia of Education*, edited by Paul Monroe, Vol. 1, p. 297.

II. Developing Attitude of Attention

Attention, the most fundamental of the higher mental functions, is defined as consciousness occupied with an object which can be an idea or a feeling as well as a deed or any physical body. But it is the habit of attention, or concentration, with which the geography teacher is concerned. This attitude of concentration the child acquires by giving to his geography tasks or situations a voluntary attention, with some degree of effort at first, but later with greater ease as the mastery of the tasks is being accomplished. This effort requires self-control and will power, and ability to struggle against following the line of least resistance.

The teacher gradually trains the child to secure this power by obtaining his involuntary attention. This attention the child will give to whatever interests him. Teacher's visit to Yellowstone, the building of a canal system in the sand pan, the adventures of the Antarctic fliers are immediate interests that bring a ready response. To give this kind of attention, the child yields himself to the agreeable; to give voluntary attention he must nerve himself to do the disagreeable. The child that acquires this attitude of voluntary attention in the geography class and with continual effort develops the habit of attention has made an acquisition for life that will be invaluable. "Attention," says Burnham, "is a form of mental intelligence par excellence."⁴

All teachers want the attention of their pupils. How does a teacher get attention, and how does she keep it when she once has it? First of all, an inquiry into the hindrances to attention may aid us to answer these questions. Poor physical conditions, poor mental conditions, and poor school practices are three general classes of hindrances which will include a long list familiar to every teacher.

The first, poor physical conditions, includes poor health, distractions of all kinds, poor ventilation, and uncomfortable seats and desks.

Indolence, weakness of will, fear, and, above all, uninteresting work, are some of the mental conditions that inhibit attention.

Wasting time, censuring a pupil in the presence of the class; and requiring rigid "thinking statues," are a few of the school practices which have no excuse for being.

The greatest factor in the foregoing list of hindrances

⁴*The Normal Mind*, p. 34.

and one entirely dependent of the teacher is "work that does not invite attention." Any educator guilty of this lack of sense of duty is mentally killing her class. The teacher of geography is working with content that is potentially charged with human interest for every child. It only remains for her to imbue her pupils with it. A "lifeless" geography teacher, however, can reduce *her* material to mechanical rigidity faster than any other content in the curriculum by demanding the endless memorization of dead facts.

Furthermore, the geography teacher must be a good thinker herself, and above all, a good questioner. Holding the pupils down to the logical thinking out of problems packed with practical thought, helps to develop the power of concentration.

To teach boys and girls to think is the teacher's job. Did you ever stop to calculate how much solid thinking your pupils do during their geography class? Geography problems are far more difficult to solve than those in either arithmetic or algebra, and to keep a class of live boys and girls thinking for thirty consecutive minutes is a Herculean task. How can this be done? The psychologist answers: Arouse interest and secure effort.

III. Developing Attitudes of Interest and Effort

Interest is the feeling that prompts to spontaneous activity. Arouse it, teacher of geography, with the appetite of curiosity and take care to keep the demand slightly in excess of the supply. As soon as there is no desire to know, to find out the "why" and the "how" of things, there can be no interest in the desire for knowledge. One can teach geography but will get no attentive response, because there is no mental appetite for things geographic. "Only those who hunger and thirst after instruction can be filled."⁵

Prepare the minds of the children before presenting the content by asking a question that will pique their curiosity and at the same time have a bearing on the subject matter. A teacher once introduced the study of Minnesota by inquiring, "How many of you boys have ever seen an Indian?" Everyone became expectant. A small lad eagerly volunteered to tell his experiences with real Indians at a small camp some eighty miles away. When he finished, the teacher produced pictures of Indian types still extant in Minnesota, then others illustrating scenes from *Hiawatha*. A review of Longfellow's story began a discussion of the differences between the Indians of the Plain and those of the Forest, and likewise the story of Duluth's and Father Hennepin's adventures. The whole unit of Minnesota's physiography was subsequently studied from the viewpoint of advantage or disadvantage to the Indians of Duluth's day.

A supervisor once told of a teacher who introduced the unit on "The Californias of the World" to her class by asking if anyone of them had ever seen or tasted "glaced fruit." Several members looked at each

other with puzzled brows, the others were immovable. Evidently no one knew the word, "glaced fruit," much less the reality. The teacher went on to describe the appearance of the fruit, and the process of preserving it, but the faces did not appear more intelligent. Why did this teacher fail to arouse interest? Her manner of introducing her subject was both modern and natural. But she brought no material to her boys and girls that would "take the lid" off the class—nothing to break the listening attitude. The handling, passing of, and commenting on a picture, or even the seeing and touching of a piece of the real fruit, would have brought that freedom, ease, and alertness which would have done wonders to dispel the mystery.

To create a stronger interest and a keener attention to things vital in geography, teachers must supply the children with abundant sources of concrete picturesque knowledge. "Somehow," says McMurray, "the geography teacher needs to learn how to put on exhibition, pictures that are well chosen and designed for a definite purpose, pictures that will stimulate the imaging power and the native thought resources of children."⁶

It seems a pity to let these naturally powerful lessons sink down and flatten out into a dull repetition of lifeless facts, thus making the school a vast deal duller than life itself. The right kind of vivid and vital teaching of geography might be strong enough to put a new life into the lessons and it might even spread the contagion of thought into other studies. The topics we are today called upon to deal with in geography are genuine life projects: shipbuilding, bridge construction across valleys and gorges, the laying of ocean cables, dam construction for hydroelectric stations, armylike caravans crossing the Sahara, the reforestation of wasted areas, river floods and how to curb and control them, and a host of others.⁷

The condensed and scrappy treatment of big achievements like those found in our textbooks are most conducive to the killing of interest. Concise topics on such big undertakings as the Panama Canal, Brooklyn Bridge, the Alpine tunnels, are disappointing to any child, for it deprives him of the opportunity to really know and appreciate great geographic enterprises. The development of a process like the smelting of iron ore at Pittsburgh demands an extensive description of the stages in the process. An irrigation project like the Roosevelt dam and reservoir on the Salt River deserves a complete visualization. By a scant and miserly way of handling big noble subjects, children are robbed of the best and richest fruits of knowledge for which they really hunger.

For three successive days a group of sixth-grade children asked their teacher to tell about Mammoth Cave as she had promised. What an intellectual feast these interest-starved children would have had, had they been given the big opportunity and the where-with to search the Wondrous Cave themselves! And to what caverns of thought and general knowledge might the curiosity in the wonders of the Cave have led them!

⁵Horne, H. H., *The Psychological Principles of Education*, p. 318.

⁶McMurray, C. A., *Geography and Industry in Projects and Problems*, p. 18.

⁷*Ibid.*

In his criticism of the modern school, Rugg says that the fine emphasis in the child-centered schools is laid upon the development of this attitude of curiosity, the encouragement of the child in wanting to find out, and keeping his interest at the bubbling point.⁸ The more that is taken in, the greater capacity will the child have for assimilation. The most striking characteristic in the mental life of children is the breadth of their interests, due to this instinct of curiosity. The problem of the geography teacher is how to keep alive this spirit of inquiry.⁹

One means the teacher may use to develop a healthy curiosity is to utilize the collection instinct. Every child passes through this "crow age" as Angelo Patri calls it. To make a collection of stamps, buttons, or pictures under the guidance of a friendly teacher offers an opportunity of a lifetime to any child. Ideas may be collected as well as things. And children may be as keen in collecting ideas about a subject in which they are interested, as in collecting stones or shells.

Having begun to arouse interest by appealing to curiosity, the teacher must be sure to keep it up by connecting new material with old interests. If the interests the child brings in to the school are understood, developed, and enlarged through the instruction he gets in class, that lesson will be an interpretation of life. "A lesson," says Horne, "begun in wonder and continued as a life process will have the interested, the enchained attention of the class."¹⁰ Any teacher who misses this point of contact with her pupils, is a taskmaster of the old type.

"Arouse to effort" is the second part of our slogan for securing attention. Effort is the will to do the right thing even if it be hard. It is really only intense effort that educates. "All mental training and discipline depend on the victory of *voluntary* attention," says Professor Stout.¹¹ Among the attitudes especially important for the geography teacher to cultivate in the pupil is that of patient work and persevering effort which together make up what we call "the spirit of work."

Study carried on in a lazy, slipshod manner, or with an indifferent attitude of mind, never produces improvement. Let the geography teacher provide interesting work; the result will be a bright, eager, cheerful, and happy child; If he succeeds, the child will put forth a bigger effort the next time. The degree of his effort will be proportionate to his self-confidence. Trust in his own powers will stimulate him mentally and physically, and will release more vital energy for the actual doing of his task. Failure tends to dry up this source of energy. Interest lags, attention wanders, the child becomes dull, discouraged, even sullen. This does not imply, however, that the child should never fail. A teacher who really understands, will know when the child must fail for his own good. As a sure guide

she tells him why he failed and how he can succeed in a similar situation.

A child may undertake the modeling of a Swiss village with interest and enthusiasm. In a day or two the task may become stale and uninviting. This is the critical point — the point where effort must carry the task through to its finish. Many an enterprise has been undertaken amid wild bursts of applause only in the end to be deserted, or perfected through long and hard work. This is the way effort serves interest. The true end of interest is work, not play; achievement, not amusement. Interest begins the task; effort ends it. Fortunate is the child "whose interest follows him within the gates of the city of his effort and takes up its abode with him there."¹²

The spirit of the "new geography" is not interest for the sake of interest. Neither is it a sugar coating of the old-type geography, nor an attempt to make geography easy for the pupils. The change, based on sound psychology, is of a far more fundamental nature than this. The kind of work we give the child has changed, we admit; but the genuine modern spirit is not to make all the child's tasks interesting to him but to select work on the basis of its natural appeal. It requires wisdom on the part of the geography teacher to select for a group of children, work from their environment that will arouse their curiosity and interest at this specific time of life and at the same time develop right attitudes toward schoolwork. As the child grows older and his power of adjustment increases, he reaches out to other aspects of life more and more complicated.

The main essential for the geography teacher in securing attention is a suitable task. A task that appeals to pupils as worth while, and that promises some return to their own interests requires just as much concentration and perseverance as the drudgery which is given for the sake of disciplining the mind. The latter type of task will require marks, prizes, and other artificial ends to keep the child on the job, but given a problem the solution of which will give an immediate sense of satisfied curiosity, the pupil will put his best into the work; the solution itself will be the stimulus to bring the task to completion.

The fault with many of our geography classes today is the lack of serious purpose and the dawdling and instability of pupils in time-killing devices — some projects so called. To the geography teacher, the word *task* suggests essential attitudes as the result of its performance; namely, attention, effort, a development of a sense of responsibility, the spirit of coöperation, thoroughness in doing the task, and the habit of putting the job through, as the workman says. So the task includes everything from the immediate and concrete aim to the attainment of the highest ideals. Zest in doing a task is the highest attraction to any child in a normal environment. Above everything else he delights in doing his task with all the seriousness of his elders. (*To be continued*)

⁸The Child-Centered School, pp. 125-126.

⁹Dewey, John, *Democracy and Education*, p. 245.

¹⁰Horne, H. H., *op. cit.*, p. 318.

¹¹Stout, *Manual of Psychology*, p. 613.

¹²Horne, H. H., *op. cit.*, p. 323.

Art and Design in the Grades

Martin F. Gleason, Joliet, Illinois

Editor's Note: This article is the second of an important series which will be published in the CATHOLIC SCHOOL JOURNAL during the coming 12 months. The principles of teaching design and decoration in elementary schools will be taken up with especial regard to the needs of children and the average abilities of Sisters and other teachers in the grades. The writer has been a teacher and supervisor of elementary art education for many years who has achieved an enviable reputation for the practicability and high artistic values of his work.

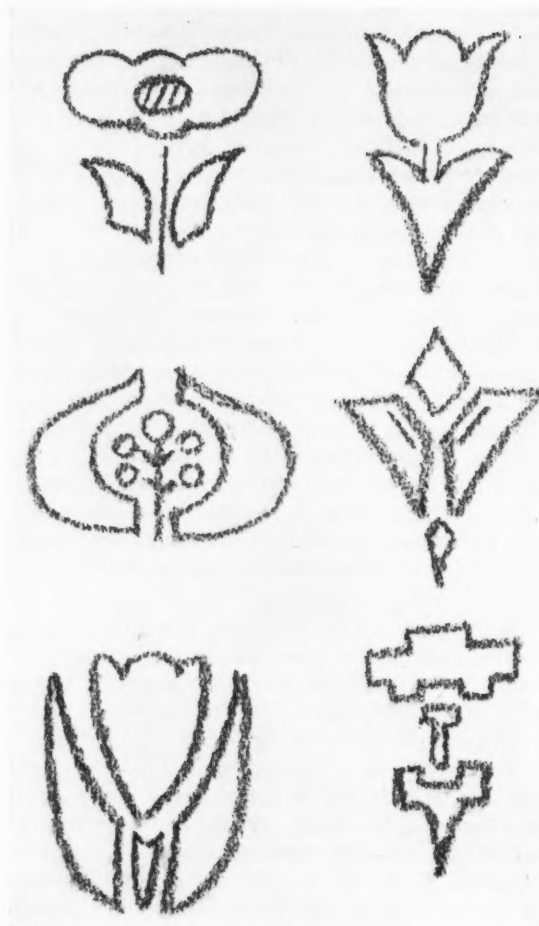
II. THE BEGINNING OF DECORATION

FREE Experimentation—in the course of which the child takes the first steps necessary for design and decoration. Incidentally, he gains some idea of what these terms mean and their application. Out of experimenting he finds out how a decoration grows and proceeds. He learns, too, how easy it is to create a decoration when the proper course is pursued.

The most forceful factor in the advancement of a child's education is experimentation. Without experimentation nearly all that is individual and original in the child is never awakened, but continues to lie dormant within him and finally dies for want of exercise. This is especially true with regard to creative subjects, such as art.

It is true that the creative power in children varies greatly. Some have so little it is scarcely discernible, others were born with a large amount of it. There is the type of child whose creative power consists of the ability to re-present old material in new ways—that is, he may have some originality in expression. There is also a group that needs the impulse of a start outside, something that will point the way. A few periods of free experimentation will reveal to the teacher just where her efforts should be expended most freely.

This first lesson, and the group of lessons which may come from it, mean less in themselves, than they should in future activities. The right kind of experimentation means the laying up of a store of impressions which may be brought forth later to employ as the needs of other problems demand. As the child wanders through experiments, new related possibilities are unfolded before him and he is better able to ad-



Upper-Grade Units

vance and conquer the intricacies of tasks which lie ahead of him. In addition to this preparation for the future, he gains inspiration and discovers the joy of finding his own possibilities.

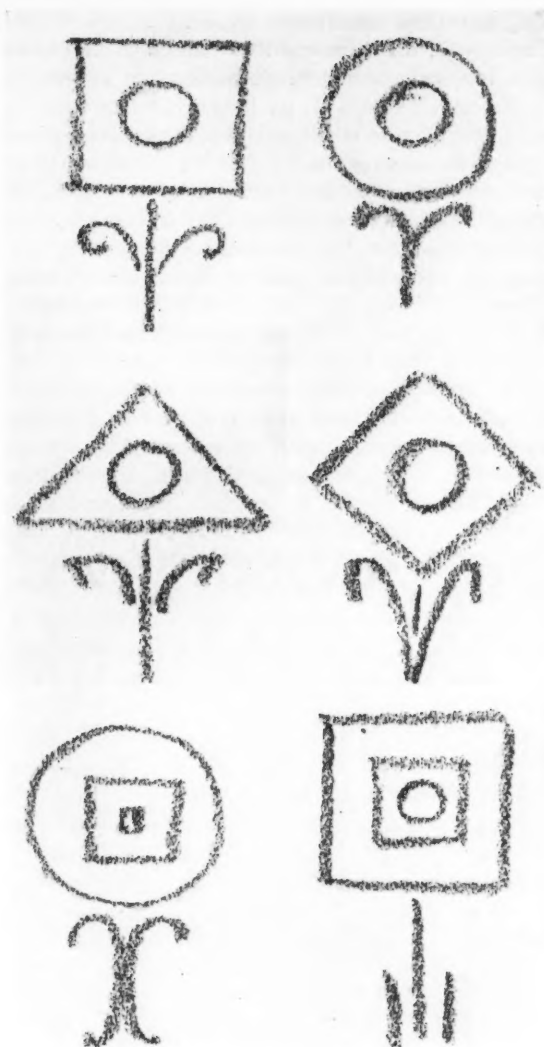


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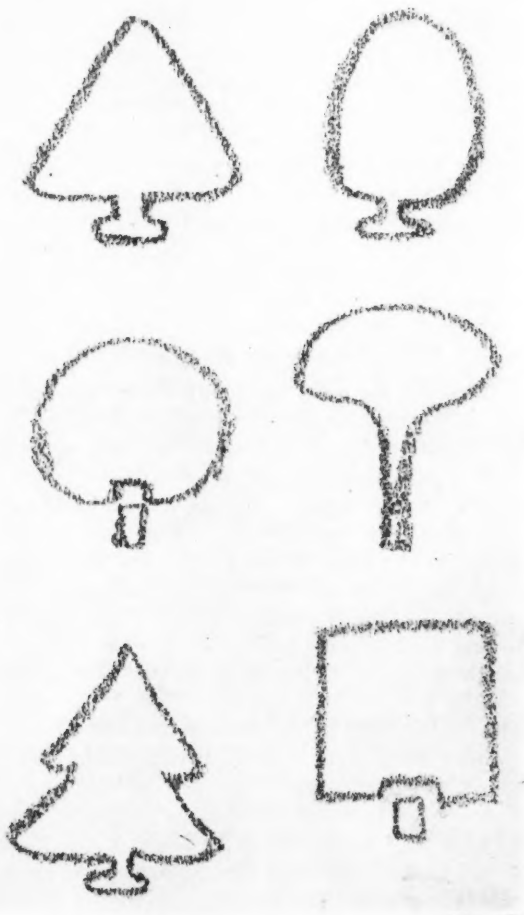
It is because experimentation has this forceful influence on the child's unfolding that his first contact with decoration should be one of free exploration. He has a right to know whence come those forms and fancies that make up what the world calls decoration. Above everything else, he should have the privilege of an untrammelled beginning. With this feeling in mind, let us go into these first steps.

The child's first experiences in any line should be as pleasant and exhilarating as possible. They should intrigue and leave joyful memories. They should be successful in that they bring results which find favor in the child's mind. They should make him feel that he is about to go somewhere, and when this somewhere is reached he will be repaid for his efforts. His first experiences should be understandable and meaningful, even to his young mind. In his own way and according to his own standards the child is exacting as to the measure of results expenditure of his time brings.

For the time being, at least, let the child forget that there are any formalities or mechanics involved in the pursuit of decoration. Turn him loose and let him splash around in his experimenting. Remember that



Lower-Grade Units



Lower-Grade Units

he is gathering ideas and needs no particular skill or technique in making note of them. He is merely putting into symbols the fancies that arise in his brain. Later, if the teacher is resourceful, if she knows how to lead the child from small things to greater things, she will be able to help him eliminate, discard, judge, and choose. It is these processes, after all, that mean growth on the part of the child.

Decoration is largely the result of inspiration. We need expect nothing from children without contacts of some kind which supply inspiration. His past experiences and environment have much to do with arousing an interest in any form of art. If these have not been reasonably rich, it becomes the pleasant duty of the teacher to create them. Beyond question, the child can give only of what is in him, and sometimes before we can draw out we must put in. We must continuously keep in mind that an impoverished background provokes only scant expression.

What can we do to feed those faculties which think

out and express those forms necessary for decoration? First of all, draw the child's attention to decoration as it is found about him. Encourage him to look for it. He cannot escape it, for it is about him on every hand. Help him to see what outside force first suggested some of the units employed. Did the forms come from geometric figures? plant life? animals or birds? Do not be afraid to demonstrate. That process may lead to mimicry at first, but one need not worry about this. Mimicry will establish familiarity with the necessary elements of design and eventually will prove effective in the development and expression of individuality. Make your illustrations concrete.

The illustrations shown here are of the type that might be expected from children of various ages. They were not produced by children, and only the thought

back of them is significant. Execution is not to be considered. The grade in which these experiments are tried should make no difference with processes employed. The difference should be only one of achievement in results. Note the forms involved in suggested lower-grade work as contrasted with those to be expected from junior-high-school students.

Every effort should be made to establish correct handling of media. In these first exercises use a soft crayon of good quality. Observe in the accompanying illustrations the quality of line. The texture is soft and semitransparent. Note, too, that the line has considerable breadth. Both of these qualities come from using a flattened portion of the end of the crayon.

NOTE. The November issue will show how to carry units into arrangement for surfaces and borders.

Supervisory Aids for the Busy Principal *Bernard J. Kohlbrenner, M.A.*

ONE would say, subjectively, that the greatest reason for the lack of definitely planned and frequent supervision by the principal in the secondary school is lack of time. The principal in the small school usually has to teach a number of subjects, frequently those remaining after the teachers have received their subject assignments. To these are added practically all the matters of administration and discipline. In larger schools, while the teaching hours of the principal may be shorter, the administrative duties are multiplied. The consequence, frequently, is that principals make only a half-hearted attempt at supervision. Their defense always is that the five or six free periods weekly must be devoted to other pressing duties.

The problem is real. While lack of time may be advocated by some as a convenient excuse, for others it is a veritable loadstone. They have a sincere interest in supervision and an active desire to achieve all that is possible in a supervisory program. It is for this group of principals that the suggestions here recorded are meant.

The first necessary step in planning distribution of time is to arrive at some sense of relative values and apply that to our school duties. Is it desirable that the principal devote three times as many hours to the making of records and reports as to meetings with parents and visitors; twice as many to the physical equipment of the school as to the problem of developing genuine wholesome morale in the school; half as many to the experienced teacher, old in service, as to the most recently appointed member of the faculty? These are typical of the questions to be answered by the principal in trying to save time for any duties,

supervisory or otherwise. They can be answered only in terms of principles. What is the chief function of the principal? What is the relative importance of supervisory and administrative duties? It is generally agreed that the improvement of instruction is the outstanding problem of secondary education. If the principal agrees with this point of view, some of the following suggestions may be helpful. If the conviction that supervision is unnecessary prevails in the principal's thinking, no suggestions will make any appreciable difference.

A Time Budget

Just as in the moral realm, an examination of oneself is the necessary first step to correction of faults and strengthening of virtues, so, too, in our problem. A most helpful device for the principal to follow for a week or so is to keep accurate account of how time was spent. The best plan is to keep account by the week, for the days will vary while the weeks remain about the same, and the month is too long a period. An examination of such an account, maintained for several weeks, should lead one to some conclusions as to where to lop off time to be devoted to supervision.

Division of Administrative Duties

There are in every school opportunities for relieving the principal of some office routine. The matter of absences can be cared for by some designated teacher on each floor of the school building. A definite time should be set aside for this detail, perhaps fifteen minutes before school begins in the morning, and fifteen minutes at the close of school in the afternoon. The keeping of office files can be divided into several tasks

to be assumed by teachers in a rotating plan, so that none does too much and none too little. Pupils in commercial classes can be put in charge of the principal's office for a period at a time, thereby making real the theories learned in the classroom. Even a school of only moderate affluence can afford clerical assistance for a few hours a day.

Faculty Meetings

Regularly planned faculty meetings can do much to offset the inability of the principal to carry on classroom visitation. In the faculty meeting the principal has the chief means of demonstrating professional leadership. The plans for meetings can be drawn up after an analysis of the particular school and its problems and agreement on those that are most pressing. Some continuity should be evident in the successive meetings, so that they all center around some significant problem or topic of investigation. Possibilities are the making of a course of study, providing for individual differences, use of tests, development of the newer methods of instruction, such as socialized recitation and project system. A program of meetings that can contribute something definite to all teachers should be selected, rather than one favoring but a portion of the teaching body. There seems to be a fairly prevalent belief on the part of many teachers that the small school has no need of teachers' meetings, for the daily contact and the informal discussions are sufficient. This appears hardly tenable. While the informal discussions of small gatherings contribute much to the solving of specific difficulties, they cannot be regarded as a satisfactory substitute for intensive study, from an objective point of view, of some basic topic that is carried to its completion, including practical local applications. Too often informal discussions become nothing more than expressions of ill-founded personal opinions. Certainly an outstanding purpose of faculty meetings is to arouse in the teachers an appreciation of professional matters. Such an appreciation is as necessary for the faculty of the small school as for that of the large school.

Standardized Tests

A fourth means by which principals can gain some appreciation of the teaching difficulties and successes in their schools is that of standardized tests. By their very nature these tend to put supervision on a more objective basis. By studying the results of standard tests, a partial knowledge of the effectiveness of instruction can be gained. The interpretation of test results, however, should not be attempted without specific knowledge of mean, median, percentile, I.Q., M.-A., deviation, coefficient of correlation, and such technical terms. Of course, no claim is made that standard tests provide a complete account of learning products, but insofar as they reveal achievement in knowledge they fulfill a highly valuable purpose. For any experimentation in teaching methods or in sectioning of pu-

pils, standard tests are necessary. To lift impressions out of the realm of impressions and to substantiate hypotheses, recourse must be made to an objective standard.

Lesson Plans

In lieu of class visitation, the principal can learn something from lesson plans submitted for actual periods of teaching. A lesson plan is probably a poor substitute for class visitation, but it does tell something about the type of teaching being done in any particular case. The same kind of written plan should not be expected from all teachers. The making of plans should not be so stereotyped that there is no variation in form. Certainly for better qualified or more resourceful teachers the same completeness should not be necessary as for those who are weaker in equipment or training. A fruitful procedure, at times, would be for the principal to call for two written reports, one the plan made for the class meeting before it met, and the second, a fairly detailed statement of what actually took place in the class session. A comparison of the two should lead to interesting questions of adaptability, feasibility, and resourcefulness. After all, the lesson plan is an aid to better teaching. If the making of meticulous plans that cannot be applied psychologically becomes an objective, the plans had better be abandoned. If they really function as aids, they should be perfected.

Using Heads of Departments

In large secondary schools, where teaching is organized on the departmental basis, the progressive principal can achieve much in supervision by working through the heads of the departments. In truth, the principal must rely on the department heads. Rash indeed is the principal who attempts to evaluate in all respects the teaching in all secondary subjects. The most that can be done by one person is to pass judgment on general class procedure, plus the criticism of the one or two subjects that he is qualified to teach. The department heads are the logical persons to question the teaching of specific subject matter, the selection of content and its arrangement, selection of supplementary work, and all problems having to do specifically with the knowledge involved in the course. The development of teaching experiments, the use of devices and materials of instruction, overcoming difficulties in the teaching of specific portions of subject matter, and keeping abreast of the latest developments in the teaching of particular subjects, are all problems that should be cared for largely by the heads of departments.

Rating Plans

A supervisor must choose between two methods of passing judgment on teaching. One is the general-impression method, illustrated by the principal who stoutly maintained that he could judge of the efficiency

of his teachers by merely walking through the corridors and peeking into the classrooms. The other is the analytic method. Now it is obvious that in both cases there must be some standards according to which judgments are made. The main difference is that in the first instance they are implicit, while in the second, they are explicit. It appears perfectly reasonable to demand that they be explicit, for then only can there be coöperative effort between those rating and those rated. Unless there is this coöperative effort on rating, probably the chief purpose of the rating is lost; namely, the professional advancement of teachers through eradication of weakness and strengthening of good qualities. Every teacher has a right to know what rating he received, except in rare instances when the only purpose to be served is administrative, such as the naming of heads of departments, the changing of classes, or subjects. But these instances are rare indeed.

No doubt the development and use of a rating scheme by the teachers in one school is the best method to follow. If a commercial rating card is simply purchased and applied, many good results will be lacking, for as one writer states "the coöperative evolution of a rating system is a very excellent supervisory procedure in itself."¹ The scales and schemes that are commercially available have their positive value, but neither is perfectly valid and reliable. They are chiefly useful insofar as they contribute to the formulation of a plan definitely adjusted to particular schools and teaching bodies. Mention might be made of several of these that are in print: the Boyce Card,² Rugg's Teacher-Rating Scale,³ and the Scale for Rating Teachers by T. H. Schutte.⁴ These four are perhaps the most fruitful for general practice in the school. Special mention should be made of another type of checking list. This is Johnston's Checking List and Standards for Supervision of High School Instruction.⁵ While the other checking lists and rating schemes that have been mentioned previously are primarily for the use of the teacher herself, that of Johnston is particularly for the use of the supervisor. The principal should find it very helpful in checking on his classroom visitation. Johnston's check list calls for a rating of each teacher on a three-point scale, A, B, or C. Of similar construction, but calling not for rating on a relative basis is a check list of the recitation compiled by the present writer.⁶ The majority of the items in the latter plan are to be answered by a simple "yes" or "no." The emphasis is on remedial features of the teaching process, rather than on the teacher as an individual.

The study and use of a checking list that is already available, or the formulation of a new one better adapted to local conditions would constitute an exceedingly worth-while subject to be concentrated on by a teaching body of a school for a term. This could be developed largely through the faculty meetings. The two types of rating schemes should not be confused, one for the analysis of the teacher, by the teacher herself, usually, and one for supervision by the supervisor. They both have their place, but in a beginning attempt to use rating, probably only one should be developed coöperatively by the teachers and the principal.

In using check lists and rating cards, no serious endeavor should be made to secure precise mathematical judgments. It was quite clearly shown by Rugg⁷ that the point scales are fraught with dangerous weaknesses and that practically never are conditions such in schools that a reliable rating on this type of scale is possible. And Symonds concludes that Rugg was rather lenient in his contention, for Symonds finds that the average of ratings of eight persons, rather than three, is necessary for an accurate placement of a teacher on a scale.⁸ These conclusions need not deter teachers and principals from using rating schemes. They do suggest, however, two thoughts: there must be coöperative employment of these plans so that the teacher be not unfairly judged; and, second, that more use should be made of check lists that are simple in administration than those that call for precise measurement. The important question always is: Does this scheme of analysis and rating reveal points of weakness in the teacher that she can overcome? Is it diagnostic and helpful?

This brief discussion will have served its purpose if it has called the attention of overburdened principals to a few means by which they can carry on some supervisory duties. Classroom visitation will, no doubt, always have its place. It may be the only method by which the supervisor can secure an insight into the teaching efficiency of any teacher. It may be, and is, however, costly in time, and far too frequently is wasted time. Unless the supervisor goes with a purpose in mind and with some explicit standard of judgment, his analysis is likely to be all too superficial and fruitless. And even with much classroom visitation out of the question, a considerable amount of supervision can be done by such means as are suggested here—provided always that there is a real desire on the part of the principal to carry on supervisory functions.

¹Rugg, Harold O., "Is the Rating of Human Character Practicable?", *Journal of Educational Psychology*, 12:425-438, November, 1921; 485-501, December, 1921; 13:30-42, January, 1922; 81-93, February, 1922.

⁸Symonds, Percival T., *Measurement in Secondary Education*, p. 354.

¹Barr, A. S. and Burton, W. H., *The Supervision of Instruction*, p. 462.
²Boyce, Arthur C., "Methods for Measuring Teachers' Efficiency," *14th Yearbook National Society for the Study of Education*, 1914. Also found in modified form in Barr and Burton, *op. cit.*, pp. 473-79.

³Rugg, Harold O., "Self-Improvement of Teachers Through Self-Rating: A New Scale for Rating Teachers' Efficiency," *Elementary School Journal*, 20:670-684, May, 1920. Also found in Barr and Burton, *op. cit.*, pp. 480-81.

⁴World Book Co. (1923).
⁵Johnston, F. W., *Administration and Supervision of the High School*, pp. 348-57. Check list may be purchased from Bureau of Publications, Teachers College, Columbia University.

⁶"The Rating and Checking of Teachers," *Catholic Educational Review*, 27:524-28, November, 1929.

The Humor of a Pedagogue

"Do you know Father S.?" asked the Sister.

"Do I know him! My! Excuse me, please, Sister. Yes, I know him. I study religion with him. Do you know what he does? He gives us a thesis, and I study it until I can say it forwards and backwards. Then when we have the exams, he does not give us the thesis after all. He gives us questions that *make us think*. Yes, I know Father S."

Treating Minor Speech Defects

THE Sister in the lower grades is frequently confronted with the articulation problem and other minor types of speech difficulty. These do not involve the emotions and are much easier to correct than stammering.

Miss Katharine English, assistant supervisor of classes for physically handicapped children, suggests in the *Western Journal of Education* practical methods of treating such cases. She finds them to be five in number: (1) lisping, (2) substitution of one sound for another, (3) faulty enunciation, (4) lateral S, and (5) cleft palate speech.

The usual method of procedure in handling cases of the above five types is as follows:

1. Teach the child to say the particular element correctly. This is done by imitation or by carefully showing him the correct position of the tongue, lips, and palate in forming the sound.

2. Combine the element with the different vowels, sometimes having the element before the vowel and then having the element as the final sound.

3. Use words containing the element. Prepare word lists of one syllable that begin with the element, have the element in the middle of the word and end with the element.

4. Use sentences containing the above words.

5. Have conversation practice.

In order to attain perfect speech the laws of habit building must be followed. Most important of these laws are:

1. Regular and consistent practice.

2. A willingness on the part of the child to help himself.

The regular practice is very important as it is the foundation of all habit building and it trains the child to hear his own speech and correct his own mistakes.

The willingness on the part of the child to help himself prevents the recurrence of the old habit.

In the matter of cleft palate speech little can be done unless the cleft has been closed by a physician who understands the possibilities of speech after the operation. The fault lies with the palate which is usually weak and quite immovable. To the degree that the palate can be made to move normally, to that degree the speech will improve.

Any exercise that raises or lowers the palate or expands or contracts the pharynx is helpful to a cleft palate case. Some good exercises are:

1. Yawning.

2. Say "Ah." Watch the palate rise. Later try to raise and lower the palate without saying "Ah."

3. Swallowing. Watch the action of the muscles of the throat while swallowing. Then try to do the same thing without actually swallowing.

4. Blowing out a candle. Put a card between the nose and mouth. Hold the lighted candle under the card.

5. Say "U" quickly. Watch the palate rise.

To the classroom teacher falls the job of helping the child make perfect speech a habit. She should stop him and make him repeat every time he makes a mistake. She would have the opportunity during reading, phonics, arithmetic, and oral language. Accept nothing from the child except the best speech he is able to give.

Whenever a teacher sees a child, whether it be in the hall, yard, street, or playground, she should make it a point to ask him something or say something to him that requires the difficult element for an answer. While this procedure does not require much effort on the part of the teacher, it has a wonderful effect on the child. He sees at once that the teacher is interested enough in him to speak to him, and he feels as if he had received some special attention. The child can't help but try when he sees that the teacher is also helping him.

With the many duties that teachers have, it seems almost impossible to give extra time to any one child. But I do know

that the teacher who is interested in the handicapped child can and does find a minute here and there in which to help him with his particular difficulty. Get interested in your children and reap the reward that comes from helping someone find himself.

EXCLUSION AND EPIDEMICS

Excluding children from school or at least separating them from other children, has proved effective in reducing the incidence of disease in schools. There is no disgrace in being kept away from school for public-health reasons. Those schools or rooms that have attendance contests and build up the notion that a child must attend school at all costs are mixing values. Attendance at school may be very definitely undesirable and every school should have some official machinery through which exclusion may be carried out.

The principal represents the final authority and nurses, physicians, and teachers should be instructed to refer to the principal suitable children for exclusion. *No school should ever be without official and recognized exclusion machinery.* The Ohio Department of Education, in its circular for February, 1931, lists the following conditions as sufficient cause for exclusion:

Disinclination to enter into daily activities.	Skin eruption or rash.
Lassitude, drowsiness, faintness.	Frequent or spasmodic coughing.
Fever, chills.	Convulsions.
Unusual flush or pallor.	Acutely swollen glands.
Dizziness, nausea, vomiting.	Headache or severe pain anywhere.
Sore throat.	Earache.
Red, watery eyes.	
Nasal discharge.	

Ample reasons for the above exclusion signs are that:

1. Unusual rash or skin eruption may indicate scarlet fever, German measles, chicken pox, smallpox, ringworm, scabies, impetigo.

2. Sore throat may indicate diphtheria, scarlet fever, measles, tonsillitis.

3. Red or discharging eyes may indicate measles, German measles, pink eye.

4. Running nose may indicate measles, diphtheria, scarlet fever, influenza, cold.

5. Cough, frequent, spasmodic or without whoop, may indicate whooping cough, measles, tuberculosis, cold.

The teacher, nurse, health, and physical-education teacher, or principal, should never make a diagnosis or give suggestions for treatment. Physicians, only, by ethical and legal right, are the ones empowered to diagnose. The medically untrained person may safely and reasonably exclude on the basis of conditions observed and he does not need to name the disturbance.

SENDING TELEGRAMS

The *Canadian Teacher* (Toronto, Ont., December), suggests a dramatization of sending telegrams for the third and fourth grades. A cord, for the wire, is stretched from a front seat to a rear seat. The pupils in these two seats are the operators. Each pupil in the class writes a telegram. A pupil brings his message to one of the operators who reads it aloud, counts the words, and announces the cost. When it is paid for, he puts the money into a box, and taps off the message with a pencil. The operator at the other end taps also to represent the sound of a receiving instrument. He writes down the message, and a messenger carries it to the addressee. A device such as this provides practice in the concrete application of language and arithmetic, besides illustrating the principles of telegraphy.

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Edward A. Fitzpatrick, Ph. D., LL.D., Editor

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Textbooks, Big in Size, Because Rich in Content

In an age of "outlines of everything" it may seem folly to suggest a contrary. What one gets from any outline, or abstract, or even full presentation of anything depends upon, to a considerable degree, what the reader or student brings to his study. If he is to get very much from outlines or compendiums he must bring rather full information and some sense of organization. It is he who clothes the skeleton of outline, summary, or compendium with the vital knowledge which gives it life. The desire for the compendium and outline is frequently the desire for a short cut; it is the desire of "get knowledge quick," and sometimes it is the desire to "get knowledge easy." The outline or compendium is of greatest value to the person whose knowledge is fullest; it is least valuable to the beginner.

If this reasoning is sound, there is a corollary with reference to our elementary-school textbooks. These books ought to be the largest, giving the fullest con-

crete material. The more material we give the greater the number of associations the child can make. Consequently, the greater number of opportunities of recall, and the greater possibility of the practical situations in life for training.

We early broke away from the tradition in geography; we have been getting away from it in history; and even arithmetic shows signs of the new idea. There are still opportunities for further development even in these subjects.

Religious teaching offers a specially rich field for the application of this idea. The catechism is the compendium, *par excellence*. It is a compendium of theology. There has been some dilution in the process of presenting it for children. It states undoubtedly the "saving truths" of Christianity. It is essential as the core of doctrine to be learned and understood in the elementary schools. But the form of presentation is objectionable. It is not in the form to be presented to young children. It is contrary, as Father Tahon shows, to the historical and traditional method of the Church in the first fifteen centuries. We need to reinstate the Apostolic narrative method, which St. Augustine illustrates in the *Catechazandis Rudibus*. We need textbooks on the elementary-school level which are big in size because they are rich in content, with plenty of pedagogical material, which integrates all aspects of teaching religion about the central truths of Christianity which we call Christian doctrine.

Public Authority and the Parochial Schools

We note considerable comment on a law providing free admission to public high schools to graduates of parochial schools, passed by the 1931 Wisconsin Legislature (Chapter 285, Laws of 1931). It is significant enough to warrant further comment.

The text of the law itself may be given in order that the comment may be intelligible, because obviously some of the publicity has not been based on the law itself. The law is as follows:

(40.47) (2) (b) A certificate or diploma, issued by the superintendent of a parochial school system or of a private school, that the holder thereof has completed the course of study prescribed by such parochial school system or private school, which shall be substantially equal to the course of study provided by the state superintendent for the common schools, shall be evidence of the completion of the course of study required by this section and shall entitle the holder thereof to admission to a high school, provided that such school system or private school shall meet the requirements of paragraph (c) of this subsection. Such certificate or diploma, or a certified copy thereof, shall be filed with the school-district clerk or clerk or secretary of a city board of education, upon admission of the holder to the high school and shall be attached to the claim for tuition. Such tuition shall be collected from the municipality where such pupil resides as provided in subsections (5) and (6) of this section.

(c) When the superintendent of such parochial school system or head of such private school shall have filed with the state superintendent of public instruction the course of study mentioned in paragraph (b) of this subsection, pupils from any such school system or school shall be admitted to any high school in the state in accordance with the provisions of paragraph (b) of this subsection.

The policy on this subject in Wisconsin has been arranged heretofore by informal agreement or customs. This has been notably true in the cities and in some counties. Apparently a definite change of policy has been determined upon. For the privilege of securing general admission to the public high schools without examination particularly for the rural children, a minimum of state supervision is conceded.

The course of study which the parochial-school child has pursued must "be substantially equal to the course of study provided by the state superintendent of common schools." The diocesan superintendent of schools must file with the state superintendent of public instruction the course of study of the parochial schools. The obvious inference of this latter section is, of course, that the superintendent of public instruction will determine whether the curriculum is the substantial equivalent of the public one. With the present State Superintendent of Public Instruction of Wisconsin there is no possibility but the fairest and most generous treatment of the parochial schools, but we need not blink the fact that there is a loophole of state supervision and control which is capable of development.

This is a significant development in Wisconsin educational history. The health supervision of schools particularly in Milwaukee has been vested in the health department, and the enforcement of school attendance and compulsory-education laws has been vested in the state industrial commission. This principle has aimed to keep supervision of the educational aspect of parochial schools away from public educational authority, but to keep the necessary supervision of the conditions of parochial-school education in public departments other than those of public education.

The new Wisconsin legislation is significant, but not in the direction, as has been suggested, of "greater freedom" of the parochial school, but in the direction of state supervision and oversight.

Every Catholic School Worthy of the Catholic Child

We intimated last month that the admirable slogan "Every Child in a Catholic School" needed to be supplemented by the equally admirable slogan "Every Catholic School Worthy of the Catholic Child." The latter slogan has called forth considerable appreciative comment. It expresses the aspiration of everyone interested in parochial education from the hierarchy to the mother and father of Catholic children.

It has been suggested that we elaborate the slogan into its implications. At this time we comply partially by listing the implications without discussion. They are:

A general supervision and direction of parochial schools, which is competent, which is informed by ripe personal experience, by research of the best practices, and which offers continuing constructive suggestions for improvement to community supervisors, principals, and teachers.

A more immediate supervision by community supervisors

and principals which aims to be constructive help in building up teachers, which brings to them the best experiences, not only in the community, but in the literature of the subject from everywhere, as well as in other school systems.

Teachers adequately trained for their responsibilities, thoroughly informed in subject matter, and in child nature, sensitive to the human relationship of teaching, trained in the technique of teaching, growing and learning every day, welcoming suggestions from supervisors and carrying them out.

Textbooks in every subject, including religion, which are typographically beautiful, well bound, selective, cumulative, and progressive in subject matter, psychologically adapted to the children using them, and offering the teacher the opportunity to go beyond it and open up new vistas.

A physical plant clean, sanitary, beautiful with equipment equal to the demands of what is effective in modern education.

A curriculum or plan of studies throughout the grades that is not merely copied from the local public schools, but which was developed by coöperative study of members of the teaching and supervising staff, and which is related to the aim of Catholic education, the contents selected because of intrinsic values and adapted to the grade of children, and which integrates the experience of the children in the "spiritual inheritance of the race," calculated to make a good American citizen and a good Catholic, and consequently a fine human being.

These specifications could be written in greater detail but they are sufficiently definite to indicate more fully the fuller content of the slogan, "Every Catholic School Worthy of the Catholic Child."

"Buy, Buy These Sets of Books"

One of the easiest victims for sets of books frequently patriotic in character, and sometimes pedagogical, are the pastors and the superiors of the school. These books are frequently got up presumably for the benefit of a veterans' organization, and this is the motive for purchasing. It is the best of motives that prompts us to purchase under such conditions, but hardly to justify the use of limited parish funds for such purpose.

Moreover, there is hardly opportunity for thorough or competent examination of these books by the local pastor or local superior. We are not now considering, let it be said, any purchases of the pastor for his personal library, but only those made for the school.

It would be a part of wisdom to prohibit the purchase of any books or sets of books for parochial-school use which have not the approval of central control; i.e., the diocesan superintendent of schools. Circulars issued by the diocesan superintendent of schools would give the list of approved books and the value of each.

This approval should be a thoroughly dispassionate and impersonal one. The books should be filed with the diocesan superintendent. He should appoint a standing committee or committees, who would examine these books and report on them. The names of this committee need not be published. The diocesan superintendent might use the personnel and facilities of the department of education of a local Catholic university when one exists in the diocese or archdiocese.

Such a procedure would protect schools from exploitation by glib salesmen, and guarantees real worth in the books approved for purchase, though not necessarily recommended by the central authority.

Catholic Religious Vacation Schools in 1931 *James E. Cummings*

WHEN His Excellency, Rt. Rev. Edwin V. O'Hara, D.D., was elevated to the episcopacy as Bishop of Great Falls, Montana, he left the direction of the Catholic religious vacation-school movement to a group of zealous coworkers. This group of Catholic educators, inspired by the pioneering efforts of Bishop O'Hara, has continued the undertaking with untiring ardor. Encouraged by the hierarchy and with the coöperation of pastors and the assistance of religious and lay teachers the work of the leaders has been crowned with success. Returns that are now being received by the Rural Life Bureau of the National Catholic Welfare Conference indicate that this year has been the most successful in the history of the religious vacation-school movement.

The complete report for 1931 will not be available for some time, but Rev. Dr. Edgar Schmiedeler, O.S.B., director of the Rural Life Bureau, states that the early returns have justified the prediction made at the beginning of the year, that more than a thousand vacation schools would be conducted this summer. It is expected furthermore that the complete returns will show an attendance of about 80,000 children in the vacation schools that were held in ninety dioceses throughout the country.

These schools have again demonstrated the practicability of assembling children for intensive religious education in the summer months. The growth of the schools also shows the popularity of the plan to give systematic instruction in religious truths to the large number of children who do not enjoy the advantages of a parochial-school education. The development of the plan is especially evident in the rural centers where the children do not have the opportunity to attend parochial schools. Bishop O'Hara some time ago pointed out the great field for religious vacation schools when he stated that there are 10,000 Catholic churches without schools.

Organizations Coöperate

The following information compiled from the incomplete returns of the Rural Life Bureau will serve to envisage the important features of the religious vacation schools that were conducted this summer. A number of these schools were promoted in twenty-five missionary dioceses by the N.C.W.C. Rural Life Bureau assisted financially through a subsidy of the Home Mission Board. These schools were of the demonstration type and were limited to not more than three schools in any one diocese. Schools in other dioceses were financed by bishops, pastors, diocesan councils of Catholic women, Catholic Daughters of

America, Knights of Columbus councils, and other organizations, public subscriptions, benefits, and voluntary contributions from children at the close of the school. It is worthy of note that a considerable number of schools were financed entirely or in part by devoted pastors who were anxious that the children intrusted to their care should secure the benefit of a religious vacation school.

The ages of the pupils in attendance varied from 6 to 17 years, but in a few cases the range in ages extended from 4 to 21 years; the usual number of days the schools were in session was twenty; and the length of the daily sessions was ordinarily about four hours. The schools were taught by Priests, seminarians, Brothers, Sisters, and lay teachers.

Progress was marked this year in those dioceses that have conducted religious vacation schools for a number of years. In the Archdiocese of Dubuque, for instance, a total of 92 schools was conducted this summer; or a gain of 6 per cent over the number conducted last year.

Thirty-two religious vacation schools were held during the summer in the Archdiocese of Milwaukee. This was the seventh year that arrangements were made for such schools in this archdiocese, and as in previous years, there was a uniform increase in attendance.

This was also the seventh year in which religious vacation schools were conducted in the Diocese of Green Bay which likewise reported advancement.

A recent letter from Rev. Leroy S. Callahan, D.D., diocesan director of the Confraternity of Christian Doctrine contained the information that 172 religious vacation schools were held in the Diocese of Los Angeles and San Diego during the past summer. These schools are under the supervision of the Confraternity of Christian Doctrine.

In an article published in a recent issue of *The Catholic Register*, Kansas City, Mo., Rev. Arthur J. Luckey said: "According to the reports received from the vacation religious schools held in the Concordia diocese, nearly 1,000 children will have attended. This is an increase of more than 200 above the 1930 attendance. With two exceptions all the schools reported a high average daily attendance, usually 95 per cent or more. Considering the distance many children had to come and the busy season on the farms, the enrollment and attendance generally were very high. One pastor reports: 'The attendance was very good. The children and parents seemed to realize the necessity and appreciate the opportunity of such religious instruction.' . . . Modern methods of teaching and texts adapted

to the child mind were used. Information was given to the child in such degree and kind that it can at least partially grasp this knowledge and by the organization and activities of the school transfer it into daily life. In the school the catechism is supplemented by many other subjects and activities in the class and in the recreation periods under trained teachers which help make religion a reality to the child." This is the fifth year in which religious vacation schools have been conducted in the Diocese of Concordia and the work is well organized under the leadership of Father Luckey.

Improved Entire Congregation

The report for the religious vacation school directed at Gluckstadt, Miss., at the expressed wish of His Excellency, Rt. Rev. Richard O. Gerow, D.D., by the Sisters, Servants of the Holy Ghost, during the month of June gives the information that this school had an average attendance of 99 per cent despite the great heat and the pressing work in the fields. The report shows further that "In the course of study, the outline in the *Manual for Religious Vacation Schools* was closely followed. The catechism and Bible classes were made clear by the use of the pictures by Doré. The children took great interest in needlework, basketry, and raffia picture framing. In connection with last year's vacation school a church choir had been organized. They made splendid progress and can now sing a liturgical Mass twice a month. The singing has awakened the interest of the people in the church services and the religious bond has been strengthened by the social bond of weekly practice."

A religious vacation school conducted in Superior, Arizona, by the Rev. Narciso Santesmases, O.C.D., was attended by 59 boys and 112 girls. About one fifth of these children were Americans, the rest were Mexicans. The latter were taught to read and write the Spanish language as a means of arousing their interest in the school. Drawing, singing, and sewing were also taught. Although the school was conducted in a hall which lacked the necessary equipment, the routine of classwork was strictly followed. This school closed August 15 with the beautiful ceremony of First Holy Communion. The closing exercises also included an entertainment and an art exhibit.

A Camp School

One of the features of Catholic vacation-school work is the emphasis that is placed on health and recreation facilities. In the school managed this summer at St. John's Cathedral, Fresno, Calif., a school nurse was present daily to attend the sick and to teach health habits. The health program of the religious vacation school at Camp St. Mary, Okatie, near Bluffton, S. C., included physical examinations and health lectures. Writing about this school in *The Bulletin of the Catholic Laymen's Association of Georgia*, John McCarthy said: "Long rows of army tents for boys and girls, an

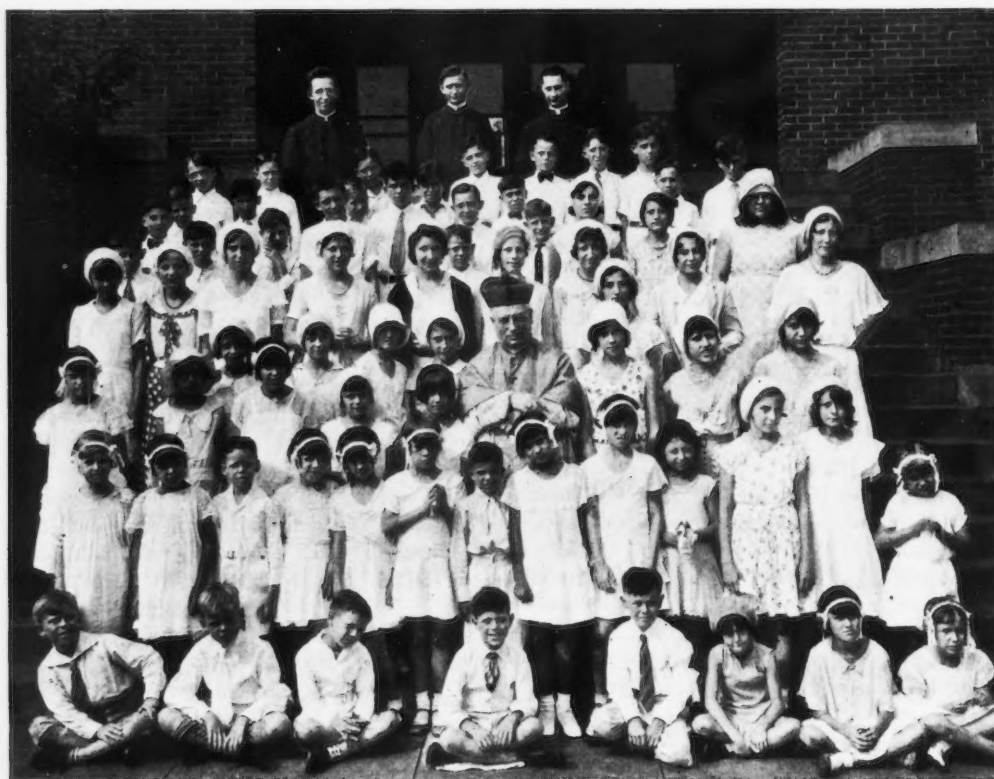
inclosed dining room and kitchen, a power plant that provided an electric-lighting system and pumped water from artesian wells into the kitchen and showers, a chapel tent and hospital tent, an augmented staff to meet medical, recreational, and other problems—these are some of the permanent additions made this year to provide a suitable environment for the children, leaving little to be desired in the way of study, recreation, and health." Camp St. Mary was one of seven religious vacation schools conducted this year in the State of South Carolina under the able guidance of His Excellency, Rt. Rev. Emmet M. Walsh, D.D., bishop of Charleston.

The following excerpt is from the annual report of Rev. Leon A. McNeill, diocesan superintendent of the Diocese of Wichita. The conclusions and recommendations are especially valuable in view of the experience of Father McNeill in religious vacation-school work. The report states that "During the past school year the diocesan school office cooperated with Rev. Leroy S. Callahan, Los Angeles, Calif.; Rev. Aloysius J. Heeg, S.J., St. Louis, Mo.; and Rev. Felix N. Pitt, Louisville, Ky., in the production of the 1931 edition of the *Manual of Religious Vacation Schools*. A copy of the *Manual* was mailed to each of the pastors in the diocese and a copy was placed in the hands of each teacher in the vacation schools. The program outlined by the *Manual* served as a guide in the organization and administration of religious vacation schools held in the diocese this summer.

"During the summer of 1931, 43 religious vacation schools were conducted in the Diocese of Wichita, an increase of seven schools over the summer of 1930. The total enrollment in these schools was 1,867, which represents an increase of 360 pupils over the summer of 1930. Three hundred and twenty-nine children were prepared for the reception of their First Communion. A few conversions were made and several families returned to their duties as a result of the vacation schools. In some instances, baptism of adults or of children took place at the close of the school.

"Priests, Sisters, and laity were unanimous in voicing their satisfaction at the wonderful results obtained in the religious vacation schools. Thirty of the schools were in session for the second or third successive summer, and the effect of previous instruction was quite evident. Teachers report that each summer the children return to the vacation schools better instructed in their religion and better prepared for further advancement.

"Fourteen religious vacation schools were in session during two weeks, six schools during three weeks, and 22 schools during four weeks. Slightly over one half of the religious vacation schools, therefore, were in session during the full standard term of four weeks. In the remaining cases, pastors deemed it advisable to limit the term to two or three weeks, because of special local circumstances. In all places, the diocesan school office has relied upon the judgment of the local pastors.



Religious Vacation School of St. Francis Xavier Association, Alexandria, Louisiana — Of this group, 35 children received their first Holy Communion on July 24

"We wish to emphasize, however, that widespread experience has demonstrated that, in general, the four weeks' period with half-day sessions is much more satisfactory than the shorter term with half- or full-day sessions. The prolonged edifying influence of the teachers, the opportunity for more instruction, the free hours available for the children each day, and the lightened labor of the teachers, are all advantages enjoyed by the vacation school of standard length. Since education in the religious vacation schools is brief and intensive at best, we earnestly invite pastors to make the best possible use of the opportunity.

"Experience proves that the vacation school not only benefits the children, but that it has a wholesome effect on the entire parish. More than one pastor has stated that the summer school has renewed the spiritual life of his whole flock. Attendance of parents at Holy Mass and the Sacraments, instruction of the children on Sunday in the presence of the congregation, a general Communion day at the close of the session, and a parish outing, are all factors which have helped to arouse the interest of the adults and caused them to share in the fruits of the religious vacation school."

In addition to the schools sponsored by the Rural Life Bureau of the N.C.W.C., notable work is being done in the vacation schools conducted by the Catholic Youth Organization and the Catholic Instruction League.

Schools in a City

The following is an interesting N.C.W.C. news release concerning the work of the Holy Spirit Vacation Schools held for the children of Chicago under the joint auspices of the Catholic Youth Organization and the Diocesan Council of Catholic Women.

"Nearly 3,000 underprivileged boys and girls took advantage of the opportunities of the Catholic vacation schools this year, according to an announcement as the closing exercises of two schools were held. The pupils ranged in age from 6 to 16 years and were taught by a corps of 150 teachers and instructors, including Sisters of the Helpers of the Holy Souls, Viatorian Brothers, seminarians, young women from Catholic colleges, and teachers from the Chicago public schools, who volunteered their services. Basketry and handicrafts were principally taught by the lay workers, and the religious instructed the children in catechism. All sessions of one of the schools were held in a park. At every school the youngsters were given milk and crackers daily."

The *Manual of Religious Vacation Schools* mentioned several times in this article is published by the Rural Life Bureau, National Catholic Welfare Conference, 1312 Massachusetts Avenue, N.W., Washington, D. C. This *Manual*, which is generally followed in religious vacation schools, prescribes that:

Only competent teachers should be placed in charge of a school.

Suitable accommodations must be provided for the teachers.

Pupil texts, teacher references, and school supplies should be on hand when school opens.

The financial burden of the religious vacation school should be borne by the local parish or mission, except in the very poorest places.

Publicity, visitation of homes, and invitation of children will have much to do with the success of the school.

Forenoon sessions, five days a week, for four weeks, constitute the period of the standard religious vacation school.

The daily schedule must necessarily be adapted to local circumstances.

A central agency should foster and direct religious vacation schools in the diocese according to the instructions of the Rt. Rev. Bishop.

The central diocesan agency, by press, by letter, and by personal conference, should acquaint priests and people with the nature and possibilities of the religious vacation school.

Local arrangements should be made by the pastor.

Before dismissal, give each child a religious card of some kind to take home to his parents as a tangible reminder of the daily classes.

At the close of the vacation school, an exhibit of the handwork should be made and prizes awarded for the best work, for perfect attendance, etc.

The *Manual* recommends the following as a guide to teachers in drawing up a schedule for their particular school:

- 8:15—Morning prayers in common. Holy Mass. Recitation of Mass prayers at principal parts of Mass. Singing of hymns assigned for week.
- 9:00—9:15—Prayers assigned for week.
- 9:15—9:45—Picture study, lives of saints, Bible stories.
- 9:45—10:15—Christian doctrine.
- 10:15—10:25—Health instruction.
- 10:25—10:45—Outdoor recreation.
- 10:45—11:00—Singing.
- 11:00—11:30—Liturgy.
- 11:30—12:00—Practice period. Art and handcraft.

The following is a more complete schedule issued by His Excellency, Rt. Rev. Joseph F. McGrath, D.D., bishop of the Diocese of Baker City, which proved very helpful especially in vacation schools that enrolled boarders as well as day students.

Schedule for Religious Vacation Schools

Morning Session

- 6:45 Assemble children in convenient place outside church. Arrange children two by two, boys first. Children should be instructed on the manner of entering church, taking holy water, genuflecting, behavior while in church. This repeated every day.
- 6:50 Morning prayers.
- 7:00 Holy Mass, preceded or followed by a short instruction on the Mass by the priest. Sing hymns and pray principal parts of the Mass.
- 7:45 Breakfast followed by free time.
- 8:30 General instructions; teach prayers, etc.
- 9:00 Study of catechism, teachers assisting.
- 9:30 Recitation.
- 10:00 Instruction by priest in church. Assemble as before.
- 10:30 Recreation, teach games.
- 11:00 Practice and explanation of Sign of the Cross, religious articles, holy water, vestments, sacred vessels, medals, scapular, etc.
- 11:30 Dinner followed by recreation.

Afternoon Session

- 1:00 Reading—*Lives of the Saints, First Communion*, by Kelly, etc. Questions on matter read.
- 1:30 Study of catechism, teacher assisting.
- 2:00 Recitation.
- 2:15 Play.
- 2:30 Instruction by priest in church.
- 3:30 Recreation.
- 4:00 Study catechism.
- 4:30 Recite.
- 4:45 Play.
- 5:00 Rosary, Stations, practice for confession and Communion.
- 5:30 Supper followed by recreation.
- 6:30 Singing.
- 7:00 Benediction.
- 7:15 Plays, parties, games, etc.
- 8:00 Night prayers; teach children how to examine conscience.

These carefully planned schedules and the evidences of progress that have previously been cited will serve to show the extensive development of the religious vacation-school plan. Other phases of the movement which could be mentioned are the arrangements for the training of teachers for vacation schools, the appointment of directors for these schools and the provisions for follow-up work through the Confraternity of Christian Doctrine.

It may be seen, therefore, that the religious vacation school is no longer an experiment. The movement continues to grow because behind it is the divine mission of the Church. Catholic religious vacation schools are bringing to thousands of children a knowledge of their Holy Faith.

Other dioceses have made interesting reports as follows:

The Rev. J. H. Ostdiek, diocesan superintendent of schools, writes that there were 34 religious vacation schools with an enrollment of 2,417 children in the Diocese of Omaha this summer. This is a considerable increase over last year when there were 27 schools and 2,086 pupils.

Making Earnest Efforts

The following report is taken from the *Western Catholic*, sent to it by Monsignor Cahill, the director of vacation schools in the Diocese of Springfield, Ill.

"Most encouraging progress has been made in providing religious instruction for children who cannot attend the parochial school. Twenty-seven religious vacation schools with a total enrollment of 1,920 children were conducted in the diocese this summer. A large number of these schools followed the normal schedule which widespread experience has found most practical; i.e., morning classes on five days of the week during four weeks. Classes were held in churches, public schools, private houses, halls, out of doors, or wherever the pastor could make suitable arrangements. Very few of the schools report any problem of attendance, although many children came from quite a distance, as far as fifteen miles in some cases.

"In addition to conducting the summer schools, two

pastors have Sisters come each Saturday and Sunday during the year to teach religion, singing, and one or the other of the secular subjects. One pastor has all his children each morning for instruction before they go to the public school. Many pastors are giving instructions two and three times a week during the year.

"The most favorable reports have come in from priests, Sisters, and laity who were connected with the vacation schools. The experience of the past two summers has demonstrated that the vacation school is a powerful instrument of religious instruction. We feel that it will be a means of preserving the faith for numerous children in the small towns and country districts. We look forward to further developing and strengthening the internal organization of the vacation school, and to an increased number of religious vacation schools in the summer of 1932."

Classes in religious instruction were held for four weeks in sixteen parishes in the Diocese of Providence during the summer. An average enrollment of more than 2,100 was maintained for the term.

This year, the second for the schools, was marked by an intensified interest in the courses, a total attendance double that of last summer and the spread of the movement to nine other parishes. The largest class was in the Holy Ghost parish where 483 children were registered.

His Excellency, Rt. Rev. William A. Hickey, D.D., bishop of Providence, who has fostered the development of the classes, expressed himself as gratified with the reports he has received from the clergy supervisors

concerning the progress that has been made this summer.

Complete reports were received from His Excellency, Rt. Rev. John J. Mitty, D.D., bishop of Salt Lake, for the seventeen religious vacation schools conducted in his diocese during the summer. The total attendance was 1,006, which is an increase of almost 200 over last year.

Rev. Joseph M. Coulombe, director of religious vacation schools for the Archdiocese of New Orleans, reports that seven schools with an enrollment of more than 800 children were conducted in four parishes of the Archdiocese of New Orleans.

Reports were received for twelve vacation schools from His Excellency, Rt. Rev. Edward J. Kelly, D.D., bishop of the Diocese of Boise. These schools had an enrollment of 658 pupils.

Twelve religious vacation schools with an enrollment of 1,356 pupils were reported by the Rev. Joseph Schmidt for the Diocese of Harrisburg. The instruction in these schools was given by 25 religious teachers and 5 lay teachers.

Reports were also received when this article was written from religious vacation schools in the Archdiocese of San Antonio, and in the Dioceses of Alexandria, Dallas, Galveston, Great Falls, Hartford, Mobile, Nashville, Oklahoma, Raleigh, St. Augustine, Syracuse, Tucson, and Wheeling.

This is by no means a complete list of all dioceses in which vacation schools were held but it will picture the extent of the religious vacation-school movement.

A High-School Debate Conference

William M. Lamers, Ph.D.

Editor's Note. This narrative by the director of the school of speech of Marquette University, tells of the organization of a high-school debate conference and the problems that are raised in such an organization. What is said here is just as applicable to intraschool debating as well as interscholastic debating; it would be just as applicable to elementary or junior-high debating as to general high-school debating. Why should not the upper grades in the elementary schools be encouraged to debate?

We need to develop a lay apostolate of effective speech. The encouragement of debate conferences, interpretation contests, and even the old elocution contest is a step in the right direction. It should begin in the elementary school.

IN the Summer of 1929, Miss Pearl M. Heffron, of the Marquette University School of Speech, made a survey of the teaching of speech in the public and private high schools of Wisconsin. When the results were being tabulated from the returned questionnaires it was discovered that about eight Catholic high schools in Wisconsin deplored the fact that there were no interscholastic Catholic activities similar in nature to the State Extemporaneous Speaking League and the State Public High-School Debating Conference. These statements were written in at the bottom of the questionnaires and were unsolicited. In at least a half dozen cases a request was made that Marquette University, the largest Catholic institution of the state and the only Catholic university with a school of speech, should undertake a program of forensics for Wisconsin Catholic high schools. As the first part of this

program two activities, a debate conference for Milwaukee Catholic high schools and an interpretation contest for state Catholic high schools, were organized during the scholastic year 1929-30. The present discussion will concern itself with the organization of a debate conference, using the experience of the Marquette conference as a background.

The facts of the Marquette conference in summary are these: The first invitations to the conference were sent to the seven Milwaukee Catholic high schools on December 6, 1929. Five of these high schools: Marquette University High, Mercy High, Pio Nono High, St. John's Cathedral High, and St. Mary's Academy, indicated their intention of joining.

The First Conference

Messmer High School was scheduled to move into its new quarters early in 1930 and for that reason declined with regrets. Holy Angels High School did not enter because of an already burdened list of extracurricular activities. The first meeting of the faculty representatives of the five contesting schools was held in the office of the director of the school of speech December 13. In the initial announcement a list of questions had been sent out, to be relisted by each school in the order of preference. The business of the meeting was: (1) to determine the definite date of the first series of debates; (2) to announce the result of the balloting on the

question; (3) to draw opponents for the first series; (4) to draw sides for the first series; and (5) to consider random preliminary details. The questions selected were, for the first series, "*Resolved*, That the present practice of installment buying is detrimental to the best interests of the American public"; for the second series, "*Resolved*, That the principle of the chain-store system should be condemned"; and for the third series, "*Resolved*, That trial by jury should be abolished." It was decided to hold the first debates February 5. In the drawing, Mercy High, a girls' school, was bracketed with Marquette High, a boys' school; St. John's Cathedral High, a co-ed school, was bracketed with Pio Nono High, a boys' school; and St. Mary's Academy, a boarding and day school for girls, drew the bye. In this series St. John's won from Pio Nono by a unanimous decision and Mercy from Marquette University High by a 2-to-1 decision.

The second series found three teams undefeated; St. John's Cathedral High, Mercy High, and St. Mary's Academy. Mercy drew the bye and St. John's defeated St. Mary's unanimously on March 10. In the final debate of the Conference held April 25, Mercy was victorious over St. John's by a 2-to-1 decision.

Five schools again competed in the season of 1930-31. Because of an extensive building program that made faculty supervision of extracurricular activities difficult, St. Mary's High School remained inactive, the conference being increased by the entrance of Messmer High School. The second year of competition saw several radical changes. Of these, the most important was the substitution of the percentage for the elimination system as the basis of determining the conference winner. Second to this was the use of the paid critic judge in place of the three-judge plan. After ten debates in place of the previous season's five, the conference ended in a tie between Mercy High and Marquette High. The schools chose to settle the championship in another meeting and from this contest Marquette High emerged the victor.

Despite its small scope the majority of the problems met in the organization and conduct of this conference are general rather than particular in their nature, and the experience gained in meeting them should prove of value to anyone contemplating a similar enterprise.

Membership

The first problem to be encountered in the formation of a conference is membership. For years most of the larger public high schools outside of Milwaukee have been members of a state debating conference. By districting the state and determining winners through elimination, only a very few teams have been forced to travel any considerable distance. Between schools closely situated, rivalries are apt to be keen and debate can be conducted at little cost with large crowds owing to the presence of the friends and student body of both schools. For the past season we limited our membership to schools situated in Milwaukee. In the event that at some future time state schools wish to compete, probably we will endeavor to get sufficient from any portion of the state to enable us to conduct district eliminations.

Another problem is administration. The feeling between Catholic high schools is not always as lovely as disinterested observers might suppose. In many cases there exists a great deal of bad blood between them owing to old athletic relationships and the like.

The actual amount of administrative detail in the conduct of a debating conference is small, provided the conference has been well organized. It consists chiefly in calling meetings, approaching judges, and serving as an intermediary between teams. And yet, perhaps, this is the most difficult element of all. The slightest suspicion that any one team has been favored or that the administration is not working for the best interests of the conference as a whole is sufficient to endanger its existence. This problem was solved for the Marquette Inter-scholastic Debate Conference by handling routine matters

through the office of the director of the school of speech. The director himself served as chairman of the conference. I believe that the members of the conference are in full accord with the statement that this method was possibly the most satisfactory that could be worked out. It is essential that a conference should not be at the disposal of any one school or of any set of schools.

Despite the fact that much college debating is carried on without decision, high-school debating, it appears, needs the additional interest that is afforded by competition and decision. This feeling that one must win is by no means an unmixed blessing. Very frequently the adolescent mind cannot see beyond the immediate loss and victory into the larger values of the contest. Even in mature minds there is sometimes a tendency to take honest losing as an opportunity for the exhibition of very poor sportsmanship. Fortunately there was very little of the latter in the Marquette conference.

Determining the Winner

The many methods of determining the final conference winner may be grouped into two classes—elimination and percentage. The Marquette conference used the elimination method in the first season and the percentage method in the second. Each method proved to have its advantages and disadvantages. Under the elimination plan, in which losing teams are dropped until only one team survives, the interest for the schools remaining in each round grows more and more intense. The final debate under this system is a strong climax for the season. There can be only one winner. Then too the burden of coaching and administration lightens as the season progresses. While recognizing these advantages the representatives of the conference schools felt that for several reasons the elimination system was far from perfect. It placed undue emphasis upon winning and losing; it conceivably might through some freak of bracketing bring together in the first round the strongest teams in the conference; it certainly made difficult an extra conference because the amount of time that could be devoted to outside schools would depend largely upon the length of time a conference school would survive conference competition. Accordingly it was determined to use percentage of winnings and losses as a means of deciding the conference championship during the season of 1930-31.

In retrospect I feel that the change was wise. Of course, added debates mean added administration and coaching, but when this labor is weighed against an increased opportunity for an increased number of boys and girls to gain valuable experience in public speaking, it becomes less and less important. The limitations of the percentage plan are not hard to discover. At the end of the first series of debates the conference stood in a five-cornered tie, each team having a win and a loss. For a time it appeared that the final outcome would be at least three-cornered. As has already been pointed out, however, two teams emerged, and it was necessary to schedule an extra debate to eliminate one and thus determine the conference winner.

Misplaced Emphasis on Winning

I feel, too, that the use of this system worked toward a better appreciation of educational values by making the individual debate of less importance. Under the elimination system one loss meant final defeat in the conference. No number of consolation contests could have the slightest effect in restoring the defeated team. After serving as chairman of the conference for two years, and after having judged many high-school debates, I have come to know that high-school faculties and student bodies quite generally place undue emphasis upon mere winning and thereby lose sight of the primary purpose of all these activities—the development of boys and girls into an informed, thinking, articulate citizenship. The elimination system serves to accentuate an emphasis that is already misplaced.

Bracketing, the selection of opponents, is of primary im-

portance under any system. While it seems scarcely necessary to insist that in bracketing, methods must be fair, very probably more bad blood has been caused in athletic conferences by underhanded bracketing than by any other single factor. We bracketed as follows: In the presence of the faculty representatives of the competing schools we wrote the name of each competing school upon a slip of paper. These slips of paper were given to the representatives for inspection and were placed in a hat with a number of blank slips that had likewise been inspected. The school heading the list alphabetically drew from the hat until it had drawn the name of another school. These schools became opponents.

Selection of Sides

In the selection of sides, an equal number of slips marked "Affirmative" and "Negative" were placed in the hat and the schools drew beginning with the one alphabetically last. Of course, it was necessary for only one school in each debate to draw for sides.

Whenever for any series of debates there are an unequal number of schools one must receive a bye. If the winner is to be determined by elimination the school drawing the bye in the first round should not be permitted to draw a bye in the next round.

The plan of bracketing and the restrictions placed upon the drawing of byes should be very definitely set down in writing in advance. In many of these matters various procedures are possible and debate coaches take for granted that the procedure to which they are accustomed will be followed unless they are explicitly informed to the contrary. The procedures initially are optional, but once they have been determined upon definiteness in their explanation and application is essential to the satisfactory conduct of a conference.

Questions for Debate

The choice of questions for debate has been touched on already. It might be added that the fairest way of determining upon questions is by a vote of the conference representatives. Lists of questions can be circulated to the representatives of the conference and these may be arranged in the order of preference.

In the Marquette conference the positions given questions by the conference representatives were added and the question receiving the lowest number was debated in the first round, the second smallest in the second round, and the third smallest in the third round. Lists of questions may be compiled by the representatives themselves. Probably the easier plan is to use the Pi Kappa Delta or the Delta Sigma Rho lists. These two large national debating fraternities annually publish lists of questions suggested by the more prominent intercollegiate debate coaches of the country. Pi Kappa Delta selects for its members an official question. Delta Sigma Rho does not. Information from Delta Sigma Rho may be secured by writing to the editor of its official magazine *The Gavel*, Mr. H. A. White, University of Nebraska, Lincoln, Nebraska. The Pi Kappa list may be obtained from Professor G. W. Finley, Teachers College, Greeley, Colorado.

A word of warning should be given concerning the types of questions selected for high-school debate. I have always felt that audiences have some rights in the matter of debate questions. Very often when the high-school student himself assists in the choice the question selected will be far too ambitious in scope, beyond the powers of research or the available library resources, and so distant from the interests of the audience as to preclude the possibility of being made attractive in the brief time allotted for speaking. A good question for high-school debating should not only meet the usual requirements, that is, it should not merely be in the form of an assertion, single, unambiguous, unprejudiced, concrete and specific, brief and simple, debatable, interesting, and phrased affirmatively, but if possible it should have personal relation with the debaters and their audience. It should be limited in the sense

that it resolves itself around one or two well-defined issues. Finally, it should be simple, that is, its materials should be easily available. The amount of research involved should not be detrimental to the debaters' health and the reasoning beyond their depths. The chain-store question represents, perhaps, the ideal debate question; installment buying has proved a very popular topic; prohibition, now unfortunately outworn, gave opportunity for excellent debate and much entertainment. The McNary-Haugen bill was better suited for a seminar of economists than for a high-school debate.

Audiences Attending Debate

The matter of questions introduces the matter of audiences. Many of the Orders of teaching Sisters will not permit their members to attend outside activities such as debates at night. High-school debates may be held during the afternoon as part of the regular school session with enforced attendance of students or in the evening with a smaller volunteer student audience and a larger attendance of mature persons. The debates in the Marquette conference were held variously in the afternoon and the evening. From the debaters' standpoint the student audience is difficult. It is always more or less perfunctory, it lacks deliberation; it craves pure entertainment.

In preparing a debate for such an audience it is especially important to select material which is concrete and personal and which will touch closely the listeners' interests. When the student audience slips away from the speaker it slips fast. Possibly its enthusiasm for entertaining debating compensates for its lack of deliberation, and the Marquette conference proved conclusively that student audiences will receive debating with enthusiasm. The evening program is advantageous in interesting mature people in the work of the schools.

The conference used three-man teams in preference to two-man teams. It was felt that thereby the benefits of interscholastic debate would be extended to more students. In the first series of the conference during the season of 1929-30, each speaker was allotted ten minutes for constructive argument and five minutes for rebuttal. The total amount of time consumed for a debate was, therefore, an hour and a half. It was found that while the mature audience would listen to a program of this length with no restlessness the attention of the high-school audience lagged toward the end. For this reason the time in the last two series was reduced to seven minutes for constructive argument and three minutes for rebuttal. Probably the three-minute rebuttal time is difficult for the speaker. The coaches complained that the amount of argument capable of being handled in so brief a time was negligible and that the realization of the necessity for extreme condensation added to the nervousness of the debaters and made for unsatisfactory rebuttal. Accordingly, during the season of 1930-31 we employed a seven-minute constructive speech and a five-minute rebuttal.

Selecting Judges

The Marquette Interscholastic Conference experienced its greatest difficulty in securing satisfactory debate judging. In general, decision debates are judged by one of three methods: (1) by a single person, theoretically endowed with a certain amount of expertise in debate strategy and logic who is known as an expert judge if he has an added broad background in the field of activity covered by the question, and, as a critic judge, if he amplifies his decision by an analysis of the debate, (2) by a jury of persons—usually three and sometimes five, (3) by a vote of the audience. The Wisconsin public-school conferences are using critic judges almost exclusively. There are certain very definite advantages to the critic-judge system. Not the least of these is the fact that the critic judge knows that he must make an analysis of his decision and consequently follows the debate much more closely than he would if he were merely one of a group without a well-defined responsibility. Then, too, the critic

judge is presumed to be an expert in debate strategy. For this reason his analysis is often very valuable for the debaters. Good critic judges are, however, a somewhat scarce article, especially in the afternoon when teachers are holding classes. Generally, too, the critic judge charges a fee, and rightly so, for the critic judging of a debate is hard, nerve racking, and usually unpleasant business. It is extremely questionable whether, in the long run, the critic-judge plan is any more satisfactory than the three-judge plan. For a high-school conference, audience decisions are entirely out of the question. The school having the greatest number of representatives in the audience will invariably win the debate. We used the three-judge plan in the Marquette conference for the season of 1929-30 and the critic judge for 1930-31. According to the articles of organization the affirmative teams traveled and the negative teams entertained. The procedure for selecting the judges was virtually the same both years. The affirmative representative sent to the negative representative a list of ten possible judges, giving names in full, addresses, occupation, and any facts which might assist in determining their fitness to judge. The negative representative struck out those names of which he did not approve, arranged the remainder in order of preference, and sent the resultant list to the office of the director of the school of speech. The approved persons were then approached in the order of the negative's preference. The complaint is general among those who have conducted public forensics of any kind that judges are very difficult to secure. To this statement the Marquette conference offers no exception. If it was difficult to secure judges for the evening debates it was four times as difficult to secure them for the afternoon debates. In several instances the high schools delayed either the initial affirmative list or the amended negative list until a week or so before the debate. The type of persons commonly selected as a judge usually finds it difficult to promise his presence definitely. As a result, on several occasions two or three days before a debate the list of judges would not be complete. When you remember that the matter of judging is open to protest more than anything else connected with interscholastic debating the real importance of these delays become apparent. I presume that no fully satisfactory method of judging a debate will ever be discovered. The three-judge plan is far from satisfactory; perhaps it can be described as the least unsatisfactory. Its peculiar merit lies in the fact that the judges can be secured gratis and that while they are "stupid"—and any losing debater will support this statement—the law of averages has a better chance to operate on their stupidity and once in a while they may give a fair, correct decision. The critic-judge plan is little worse—or shall we say little better. The experience of the past season shows that like ordinary debate judges, critic judges are not very numerous, are occupied at the wrong times and are remarkably unlike, in methods of judging and critical ability. I do not know what system to recommend. At least the three-judge plan costs less.

Merits of Teams

With regard to the comparative merits of girls' and boys' teams, our conference brought out some facts which should be of wide interest. One of the girls' schools was very hesitant about entering the conference giving as a reason that it was obvious that girls could not compete in debating with boys. This idea seems to be rather general, and yet in 1929-30 the two boys' schools were eliminated in the first series, one of them by a girls' team and the other by a team with one girl member. The final series was contested between a girls' team and a team of two boys and one girl. The girls' team won. And in the season of 1930-31 a girls' team was tied with a boys' team at the conclusion at the regular schedule losing a very close decision on an extra contest scheduled to determine the championship. Greater earnestness of girls ap-

parently more than compensates for their overrated lack of voice.

These are the major elements to be taken into consideration in organizing a conference. What will be the future at the Marquette University Interscholastic Debate Conference it is difficult to say. At the final meeting of the high-school representatives, the principal of one of the boys' schools suggested that possibly, at some future time, it might be advisable to split the conference into a girls' section and a boys' section, the coeducational institutions entering a team for each section. At present the small number of institutions enrolled makes this procedure inadvisable. The faculty representatives of girls' schools in the present conference are entirely willing to continue debating against boys' teams. There has been some talk of dispensing with a formal organization and of scheduling debates among the several high schools without a championship series. Even should the conference as such be discontinued, I feel that it has amply justified its existence by the impetus it has given to forensic activities. As one faculty representative put it, "What we need is a talking Catholic manhood and womanhood. The more debates I can get for my pupils the better I am satisfied. Of course, I would like to win in the conference, but I recognize and try to make my pupils recognize that the life values of speech proficiency are all important and that the winning of a particular debate is merely a pleasant incidental stimulation. I believe that this conference has done more to stimulate interest in public speaking in the Catholic schools of Milwaukee than anything before its time."

CHOOSING PLAYGROUND APPARATUS

Most educators are aware of the favorable motor activities provided by play apparatus, but do they realize that even such harmless structures as slides, swings, etc., may have far-reaching effects if not carefully selected? Serafin Aquino, supervisor of physical education in the Philippine public schools, gives the following considerations, in *Philippine Public Schools* for July:

1. *Safety.* Play, with or without the use of apparatus, in order to be popular with the children, must be safe for them. All high or complicated apparatus should be avoided. The simple contrivance which requires little adjustability is better from the administrative point of view.

2. *Usefulness.* No apparatus should be placed on the school ground unless there is ample evidence that it will be continuously and extensively used. Many novel pieces of apparatus are apparently attractive to children but have no lasting appeal.

3. *Expense.* The spending of great sums for apparatus is not warranted. It must be borne in mind that the activities with such play equipment serve only to supplement the big-muscle activities gained through the free plays and team games. It is highly advisable to equip the ground for games such as volley ball, baseball, indoor baseball, basketball, and tennis, before very expensive apparatus is purchased.

4. *Durability.* In all probability the school officials will be blamed for accidents occurring from breakage of apparatus. As a step in the prevention of accidents, such playground equipment should be made sufficiently durable to stand the heaviest use.

ART IN POSTERS

Did you ever realize that such a simple art project as a poster could have its success dependent upon seven short rules? If these are adhered to, posters are bound to achieve the desired results in arousing attention. Good composition, or pleasing arrangement; emphasis, by size, space, color; singleness of idea; simplicity of design; color; lettering; and emotional appeal are the seven secrets of successful posters listed by Pearl Turner in *Michigan Public Health*.

Practical Aids for the Teacher

Editor's Note. On these pages we shall present summaries of and quotations from recent articles and books on the practical problems of the classroom teacher and administrator.

A special invitation is extended to Catholic teachers, supervisors, pastors, and principals to contribute to these columns descriptive articles on methods of teaching or the interesting results from projects they have developed in their classrooms.

ONE EFFECTIVE DISCIPLINARY METHOD

Sister Maureen, O.P.

There are many methods of discipline. Every teacher is a living personality with, strictly speaking, one set of discipline ideas. She cannot successfully carry out any one problem of reformation by adhering to the advice of an expert disciplinarian, but she can gain ideas. Many ideas of others, read or listened to, can suddenly evolve themselves into one concrete line of thought and become a living code of morals by which all student children can be easily, kindly governed.

The teacher is the vital problem; the class is secondary. From the teacher emanate currents which marvelously affect the inner nature of each child and originate reactionary impulses which create those scenes of joyful quietness, rigid attention—a strained quietude that generally preludes an outbreak; a restless hum; or an unrestrained boisterousness; familiar to the classroom. Perhaps it seems strange to lay the praise or blame at the door of the teacher, but the ages of teaching have proved the teacher the basic point toward which flows with remarkable swiftness order or disorder.

The following briefly stated points may be a tiny help to some teacher on the lookout for disciplinary aid.

1. Expect and look for only goodness from each child.
2. Be surprised and pained at the first sign of disorderliness.
3. Express earnestly and openly your disapproval of the slightest relaxing of good behavior and your liking and approval of the quiet child who walks on tiptoe and keeps silence, until it is his turn to speak, or he does not interfere with his neighbor, or he secures permission if necessary.
4. Watch for class leaders. Give sincere and unstinted praise at the first sign of coöperation on their part.
5. Praise freely when good presents itself but denounce just as quickly the slightest breach of your order of the school.
6. Play the game fair. Praise or denounce rich and poor, intelligent and dull, with equal kindness or severity.
7. Be quick to see good will and a wish to please you. Speak openly to the class of your appreciation of this and your wish for its continuance.
8. In a mixed class, show by word and manner that you expect perfect order from the girls; but praise the quiet walking of some boy (even if the steel plates do click), or some certain act of good order. The roughest, rudest boy will, in time, respond to praise and appreciation.
9. Be a perfect lady yourself. Never speak when a glance of the eye, a smile, or a nod will suffice. Always walk quietly and when speech is necessary with any pupil near you, speak in a subdued whisper.
10. Do not expect instantaneous results. The quiet child will be won the first day. Stronger natures will demand more time to test the sincerity of the teacher, but they will be eventually won. High-strung, talkative, rude boys need a kinder hand, a looser reign, a quicker appreciation. The necessary condemnation must be tempered with a kind, understanding friendliness.

And the most beneficial result is that you and your class are constantly striving toward an increased orderliness—a firm barrier which prevents that creeping in of laxity which presages severe disciplinary acts of merited punishment.

FOR FIRE PREVENTION WEEK

Antoinette Newton

Why not have an appropriate, short assembly program each morning during Fire Prevention Week, October 4 to 10? Thought-provoking talks may easily be adjusted to meet all levels of understanding. The following flexible program is suggested:

Monday, October 5—*Causes of Fire*

1. Carelessness—use of matches, cigarets, lamps, electrical appliances, stoves, etc., in the home and outside.
2. Accumulated rubbish—papers, old clothing, wood, etc.
3. Combustible materials—oil mops, saturated cloths, cleaning fluids, etc.

Tuesday, October 6—*Reduction of Fire Hazards*

1. In the home and school—knowing where to reach nearest fire alarm; knowing how to put out small fires safely and effectively, spreading knowledge of costs in human lives and money.
2. Outdoors—stopping small grass fires, stamping out brushwood fires, etc.

Wednesday, October 7—*Prevention of Fires*

In the home, in the school, and in the community: protected heating apparatus, protected electric wiring, absence of accumulated waste in basement, attic, closets, etc.

Thursday, October 8—*Demonstration*

A nearby fire department will gladly send a fireman to demonstrate to the assembly the correct method of sending in an alarm. He may be able to bring a sample alarm box to give instruction with the help of individual pupils.

Friday, October 9—*Responsibility*

1. Individual—at home, school, etc.
 2. Community—streets, buildings, public property, etc.
- Through the use of this gradual program, proceeding from knowledge of fire causes to reduction and final prevention, these points will crystallize in the pupils' minds; then the demonstration and final program will serve to impress the importance of individual responsibility and community spirit. Excellent supplementary material, including a handbook, poster, book of facts, and circular for Fire Prevention Week, may be obtained from the National Fire Protection Association, 60 Batterymarch Street, Boston, Mass.

PROJECTS FOR THE SEWING ROOM

Miss Anna Miller

One of the operations which the beginner must understand thoroughly, is the winding of the bobbin. The perfect stitch, so necessary for that tailor-made finish, can be accomplished only if the bobbin is properly wound with thread of suitable size for the material to be sewed. The bobbin must be wound smoothly to maintain an even tension.

Adjusting Stop-Motion Screw

In winding bobbins, it is necessary to understand the stop motion of the sewing machine which is located on the balance wheel and by means of which the balance wheel can be released when winding bobbins, thus permitting the bobbin winder to operate without running the stitching mechanism. To release the stop-motion hold the balance wheel in the

left hand and turn the stop-motion screw over toward you as far as it will go. Instruction books which accompany all sewing machines contain cuts, showing how simply and easily this is done and if the teacher should have any difficulty in releasing the balance wheel to wind the bobbin, she should consult the instruction book regarding the necessary simple adjustment or, if she cannot do this herself, it is suggested that she call in a representative of the sewing machine company who will usually make this and other simple adjustments free of charge.

Winding the Bobbin Evenly

Care should be taken in winding bobbins to have the threads placed on the bobbin smoothly and evenly and the bobbin should never be wound so full that it fits tightly in the bobbin or shuttle case. A correctly wound bobbin will insure a smooth running thread from the shuttle and will prevent an uneven stitch which may occur if the thread is placed on the bobbin unevenly. If the thread winds to one side of the bobbin, the guide which carries the thread from the bobbin winder to the bobbin may be bent a trifle away from the side at which the thread piles up, with a pair of pliers.

Have Plenty of Bobbins

Bobbins are inexpensive and the teacher should always make it a point to have a sufficient quantity on hand so that it will not be necessary for the pupil to wind one color of thread on a partly wound bobbin of another color. Bobbins wound in this manner are often uneven and the ends of the threads become tangled sometimes causing trouble in the bobbin case or shuttle mechanism.

Increasing Pressure on Winder

If the rubber ring on the bobbin winder does not come in contact with the balance wheel or if it does not come in contact with the balance wheel with sufficient pressure, the bobbin winder will not operate. If the rubber ring becomes worn or if oil has been allowed to come in contact with the rubber, the ring will not have the proper contact with the balance wheel and will slip when the pupil attempts to wind the bobbin. Rubber rings for this purpose can be purchased very cheaply and a worn or oily ring should be promptly replaced.

Drilling the Students

It is suggested that the teacher drill the students in the different operations required to wind the bobbin—first, having the pupils place the spool on the spool-pin of the machine, carry the thread through the guide on the arm of the machine, over to and through the guides on the bobbin winder, then holding the bobbin in the left hand, carry the thread through the eyelet from the center of the bobbin to the side. Holding the end of the thread, place the eyelet on the opposite side of the bobbin firmly on the pin of the bobbin winder, pressing the bobbin winder back against the balance wheel. This will cause the latch to drop automatically and hold the bobbin securely. With the end of thread still held firmly with the thumb and forefinger of left hand, close to the bobbin, start the machine. The end of thread will break off as soon as the bobbin winder starts in motion and a smooth, clean, evenly wound bobbin will be the result.

DEAF CHILDREN IN OUR SCHOOLS

*Rev. Stephen Klopfer**

CONTRARY to the prevalent notion, deafness is not so frequently inherited as it is supposed. Most children lose their hearing through sickness. The diseases of childhood—scarlet fever, typhoid, diphtheria, measles, and meningitis—are the chief causes of deafness. Statistics gathered by the U. S. government indicate that of all deaf children in the United States 21,000 were deaf before the age of 2; 10,000

became deaf between the ages of 2 and 5; and 7,000 became deaf between the ages of 5 and 10. A total of 50,000 have been listed by the government as being deaf before the age of 20, and 35,000 as becoming deaf after the age of 20.

In using the term "deaf" we limit its meaning to such who cannot hear loudly shouted conversation. Another class, the hard-of-hearing, deserves consideration. The hard-of-hearing children are such who have had ear trouble, allowed the causes to develop and finally lost their hearing to a degree which places them among the backward and retarded, and very expensive pupils of the school. The expense is incurred by the fact that many of the hard-of-hearing children become repeaters, remaining in the same grade for two, and at times three years. It will be of particular interest to teachers to learn that between 2 and 3 per cent of the pupils in any school have impaired hearing. The State of Rhode Island requires by law an annual test of the hearing of all pupils. Of 76,000 children, 2.6 per cent needed special care and attention. In Rochester, N. Y., where observations have been made since 1909, 2 per cent of the pupils in the junior high school, and 3 per cent of the pupils in the grammar school have been placed in special speech-reading classes. In Buffalo the statistics of 1923 show that 1 per cent of the total number of boys examined had defective hearing, whereas among the girls only a little more than one half of 1 per cent suffered a loss of hearing. In Lynn, Mass., the cases of defective hearing among children reported in 1922 was 1.4 per cent, in 1923-24 1.2 per cent, and 1924-25 1.1 per cent. These statistics are taken from well-regulated communities and rather healthful sections of the country. Educational authorities, however, generalizing on even superficial surveys in different parts of the country, consider it proved that an average of 4 per cent of school children are deaf or deafened.

No parochial school is equipped to do justice to these handicapped children. Catholic children who are deaf can be educated in the following institutions:

St. Joseph's Institute, 901 North Garrison Avenue, St. Louis, Mo.

St. Joseph's Institute for Deaf Mutes, 4002 Telegraph Avenue, Oakland, Calif.

Chinchuba Deaf Mute Institute, Chinchuba, St. Tammany parish, Louisiana.

St. Francis Xavier School for the Deaf, Woodland Avenue, Irvington, Baltimore, Md.

St. Rita School for the Deaf, Lockland, Cincinnati, Ohio.

Archbishop Ryan Memorial Institute for the Deaf, 3529 Spring Garden Street, Philadelphia, Pa.

De Paul Institute for Deaf Mutes, Castlegate Avenue, Pittsburgh, Pa.

St. John's Institute for Deaf Mutes, St. Francis, Wis.

LeCouteulx St. Mary's Institution for the Improved Instruction of Deaf Mutes, 2253 Main Street, Buffalo, N. Y.

St. Joseph's Institute for the Improved Instruction of Deaf Mutes, 113 Buffalo Avenue, Brooklyn, N. Y.

Boston School for the Deaf, North Main Street, Randolph, Mass.

Ephpheta School for the Deaf, 3100 North Crawford Ave., Chicago, Ill.

For detailed information on the problem of defective hearing consult *Volta Review*, September, 1926, Vol. 28, No. 9.

WHEN SHALL WE WRITE

In the January issue of *The School* (Toronto), Alma F. Robb criticizes the common error of permitting primary pupils to reproduce script before the arm is trained in muscular movement. The author suggests, in order to satisfy the child's desire to "write" that he be taught to reproduce a simple script print. This, she said, would help the pupil with his reading of print and, at the same time, "the form of this could be kept so conservative that it could be 'tied together' and related to the written forms."

*St. John's Institute for the Deaf, St. Francis, Wis.

A HEALTH PROGRAM

The following report of the health program followed in the Marquette public school in Chicago reported by Hallene Thomsen, teacher of health, and G. P. Drucek, Jr., principal, appears in the *Fifth Yearbook of the Chicago Principals' Club*:

"It has always seemed singular that while everyone interested in the education of our youth has appreciated how necessary good health and health habits are to all, so little has been done in a systematic way to see that the conditions in our schools are right to develop the correct health habits, to locate physical defects in children, and to see that these are corrected as far as possible.

"We have undernourished children; children with diseased tonsils and adenoids; with defective hearing, eyesight, teeth, etc. These children are attempting to secure an education under such terrible handicaps.

"At Marquette we realized the necessity of someone in the school devoting her whole time to the development of correct health habits and to following up children with physical defects in the hope that the general health of the pupils in the school might be placed on as high a basis as possible.

"To make pupils desirous of attaining correct living habits and of acquiring good health, this work has been associated with play activities, and the work so interestingly taught and so varied that it will not become monotonous. No one method of teaching is adhered to, and the textbook is made supplementary. There has been persistent effort to make the content and methods suit the particular needs and interests of the children according to their grades. The work has developed gradually until it may be grouped under the following headings.

I. Weighing

"The entire school is weighed two or three times a year. Children who are below the average in weight are weighed monthly. Cards, printed in the school, showing weight, are sent home to the parents. A white card signifies average weight; a blue card, 7 per cent or more under the average weight; a red card, 10 per cent or more under the average weight; a yellow card, 20 per cent under the average.

"Low weight is indicative of low vitality and there is consequent inability to do schoolwork; low weight makes the child an easy prey to disease. Therefore, one of the fundamentals of our health program is to develop the correct habits which aid in bringing the child's weight up to normal.

II. Food

"A detailed study of food from the standpoint of kinds and amount, as well as a study of calories and the number of calories needed daily by children, is made. Cereals, vegetables, fruit, and milk are stressed in their relation to a proper diet. As a climax to this project, we have a cafeteria game. On a table mounted in wooden blocks are colored food models with the number of calories shown in each model. Trays are provided. Children then go forward and select on their tray the food that they had for breakfast, lunch, or dinner on this day. They name each food to the class, the number of calories they had for breakfast, and list them as to tissue, muscle, health, and growth builders, or body regulators.

"Model meals are then chosen for each meal, and the kind and amount is again discussed. This fixes the information previously learned unusually well in the mind of the child. The child enjoys this cafeteria and considers it play, but at the same time is learning a lesson which will stay with him, and his family as well, forever.

III. Cleanliness

"There is an inspection of children daily for cleanliness, and the results are reported to the health teacher once a

week. Children are urged to bring combs, towels, and soap to keep in their lockers. Washing before meals to avoid germs is stressed. This is done in part by means of poems, etc. Brushing teeth is made much of, and a reward for daily care is inspired by gold stars. Extra stars are given for dental visits. Toothbrush drills and games are made use of to make this work effective.

IV. Sleep and Rest

"The habit of proper rest and sleep is especially stressed with children as it is considered of most importance. Sleep charts are used with a letter to parents urging coöperation. Experiments to show fatigue like the following are used: A piece of meat was torn apart to show the muscles. A motivated lesson on muscles was taught this way. Then pupils exercised their muscles to the point of fatigue; a rest followed, and the value of rest was shown. Many such lessons using the different parts of the animal as related to the human can be used.

V. Clothing

"The use of proper clothing is taught by means of stories and posters. While working on booklets or posters, children talk about wearing rubbers in rainy weather, etc.

VI. Posture

"Posture is taught by exercises, stories, songs, and plays. Silhouette pictures by means of shadowgraphs provide an interesting means of teaching good posture. One specific point of posture at a time is stressed. Instead of saying just "stand erect," it is better to say "abdomen in" while standing, or "lower back touching seat" while sitting. Some such specific thing for pupils to think about improves posture more quickly than generalities.

VII. Outdoor Play

"A great deal of outside play is given during school time in the fall and spring months, and supervised by the health teacher. We believe in outdoor play for the following reasons:

"1. It keeps health lessons from getting monotonous through the joy and anticipation of going outside to play. Pupils learn the value of sunshine and exercise.

"2. It teaches children many new supervised games.

"3. It develops leadership. Children are taught to choose captains, play congenially together independent of suggestions by the teacher, except where a difficulty arises.

"4. It teaches good sportsmanship.

"5. It stresses health habits through the medium of games.

"6. It permits of exercises in the open air.

"The results of outdoor play are shown in better-organized play and coöperation of children on playground at recess, and at times when the teacher cannot be present. The idea of the entire school is to strengthen self-control and encourage independence.

VIII. Safety

"Safety is taught through use of posters, poems, and plays. Pupils are urged to join radio safety clubs. Follow-up work is then easy as children listen faithfully to their club each night over the radio. Furthermore, each child is provided with the button of his club.

IX. Health Habits

"Health habits are taught in Grades I to IV through songs, poems, stories, booklets, charts, posters, experiments, plays, contests, inspection, moving pictures, stereopticon, radio, outdoor play; in Grades V to VIII through illustrated talks by pupils, illustrated papers on health habits written and illustrated with magazine cut-outs to avoid the dryness of a plain theme, stories—mostly original—posters, plays, experiments, booklets.

X. Projects and Experiments

"1. Eye tests, using the Snellen Eye Chart, are given to the entire school. Many corrections and diseases of the eyes were checked and remedied as a direct result. Pupils wearing glasses are checked by each teacher to see that they wear them daily.

"2. Teeth are examined and children urged to visit the dentist. An honor roll, showing the names of children whose mouths show no cavities, due to dental care, is used.

"3. Health-habit contests provided free by such organizations as The Chicago Tuberculosis Institute, the Cream of Wheat Company, Colgates, etc., are used periodically throughout the school.

"4. A 'Finger Biting Club' (not made compulsory), to assist in the curing of that habit.

"5. Nutrition classes with especially planned programs for children persistently under the normal weight.

"6. Posters and charts hung in the halls of the school remind children silently at all times that good health is important.

"7. Form letters sent to parents enlisting their coöperation are absolutely essential in this work.

"8. Plays—many good plays and helps can be secured from the Illinois State Health Department.

"At the present time, we are having a rat experiment to prove the effects of milk versus coffee. We secured two baby white rats of the same age. Each received an exact measured portion of food. To the smaller one's diet we added milk. To the larger one's diet we added creamy coffee. They were then weighed three times a week and a careful graph made to show their gain. Before they had been fed on this diet a week, the smaller rat (the milk drinker) had passed the larger rat (the coffee drinker) in weight.

"The experiment is now in its fourth month with the milk drinker far ahead. Last month cod-liver oil was added to the coffee drinker's diet, and he immediately began to gain. The result of the whole experiment was proved to be very much worth while. The graph was studied by the children daily and not only have many ceased drinking coffee, but coffee versus milk has been the subject of constant discussion with many questions asked and answered that otherwise would never have arisen.

"From the foregoing, one can see that an extensive, intensive, and interesting course in health training is given in the Marquette school. The results attained must produce healthier boys and girls who will live more complete lives as men and women and who will be able, to a fuller extent than otherwise, to learn and work throughout their lives."

METHOD AND PROCEDURE IN TEACHING A CLASSIC

Sister Mary Patrice, S.M.

Many teachers of English have, at times, found it very difficult to teach a classic in the eighth or ninth grade, in the junior high school. This procedure I found very helpful. We had, in the ninth grade, during the second term, *Ivanhoe* for our consideration. The story of this classic is especially interesting to ninth-grade boys, and with boys we worked out the following procedure:

A. Study of the Crusades

1. Written reports (by those interested)
2. Class discussions
3. Dramatization of leading characters:
 - a) Richard of England
 - b) Frederick Barbarossa of Germany
 - c) Phillip of France
 - d) Saracens
 - e) Hospitallers of St. John
 - f) Knights of the Temple

B. Background of *Ivanhoe*

1. Understanding where *Ivanhoe* is not true to history, and where it is.
 2. Study of the Norman-French and Anglo-Saxons.
 3. Debate work—two or three on either side to discuss ways and means of righting conditions in England, about 1066.
 4. Research work on the Feudal System.
- After this much of the work had been done, we made our study of the life of Sir Walter Scott, emphasizing these facts:
- a) Birth—early childhood
 - b) Education—travels
 - c) Works—criticism of same
 - d) Contemporary writers
 - e) Death
 - f) Rank as a writer today

Our next step was a hurried but enthusiastic reading of *Ivanhoe*. Some of the reading was done in class by the teacher, and some by the pupils. Some was read outside and discussed in class.

C. Dramatization

Ivanhoe offers many possibilities for interesting classwork. Some scenes may be worked out by committees in an elaborate way using Scott's words, or in an impromptu way using the pupils' words:

1. De Bracy and Lady Rowena in the castle
2. Unmasking of Wilfred of Ivanhoe
3. Wamba in a Friar's disguise
4. The combat
5. The trial of Rebecca

D. Theme Work

(Descriptions of leading characters)

1. Richard of England
2. Locksley
3. Athelstane
4. Cedrick of Rotherwood
5. Rebecca
6. Rowena, etc.
 - a) Diaries
 - (1) Wamba
 - (2) Brian de Bois Guilbert
 - (3) Friar Tuck
 - (4) Gurth
 - (5) Ivanhoe

E. Constructive Work

1. Woodcuts
 - a) Castle of Torquilstone
 - b) Dining hall of Rotherwood
2. Dressing of dolls
 - a) Knight Templar
 - b) Palmer
 - c) Monk
 - d) Archer
 - e) Bows—arrows.

F. Newspaper Work

1. Committees formed for naming and assigning divisions of work.
 - a) Names of various bulletins
 - (1) Chronicle
 - (2) Herald
 - (3) Saxon News
 - (4) Norman Inquirer

G. Objective Tests:

These tests may be made up by the teacher, as at the present time, I do not know where tests based on *Ivanhoe* exclusively, may be found. We used the following:

Name of Character. Position in story.

1. Palmer
2. Black Knight
3. Wilfred of Ivanhoe
4. _____

Name character who said the following:

1. "The scroll; The scroll!" (Said by Brian de Bois Guilbert.)

The story of *Ivanhoe* was laid about 1066. It embraces the struggle between the Anglo-Saxons and the Norman-French.

H. Suggested Library Readings:

1. *Black Arrow*, Robert Louis Stevenson.
2. *Cavalier Maid*, Mrs. Emilie Benson and A. A. Knike.
3. *Lad of Kent*, Herbert Harrison.
4. *Men of Iron*, Howard Pyle.
5. *Merry Adventures of Robin Hood*, Howard Pyle.
6. *Sherwood*, Alfred Noyes.

Teachers would be aided also by *Prose and Poetry*, ninth year, by Ward McGraw, Winifred Naylor and Emma Wilber. Publisher, Singer Company, Syracuse, N. Y.

As for time limit, this story took exactly one month, allowing for five periods weekly, of fifty minutes each. The result was, that the children had learned much through the correlation of history, composition work, spelling, interpretation, correct speech habits, drawing, and other constructive work.

An exhibit was held at the end of the year, and the parents who attended, expressed themselves well pleased with the study of *Ivanhoe*. The next classic was taken up most enthusiastically by the class, as they had for their background, the knowledge, enjoyment, and interest which had been clearly evinced by their former study of the classic *Ivanhoe*.

LITTLE GUARDIAN ANGELS

A Playlet for the Feast of the Guardian Angels

Sister Mary Emmanuel

SCENE I. [A room in disorder. A little girl crying and pouting, A. Enter, A number of children.]

- B. Why are you crying, Annie, dear?
Why don't you come out and play?
- C. The sun is shining so happy and bright!
It is such a beautiful day!
- D. The birds are singing among the trees!
- E. And the leaves are dancing in the breeze!
- A. Well! I guess you'd cry if you were I!
Just look at all I have to do —
Dusting, and mending, and all sorts of things!
I'm sure I'll never be through!
- B. Oh, Annie! why don't you get to work?
- C. Then it will soon be done.
- D. And then you can come out with us and play!
- E. We're having the *greatest fun*!
- F. We're playing "Round the mulberry tree,"
- G. It's the nicest game you ever did see!
- A. Oh, what's the use! — 'twill never be done!
There's too much to do I say!
If I should hurry from morning till night
There would be no time left for play!
- B. Oh, Annie! don't be so horrid and cross!
Remember what Sister said!
- ALL: No matter how busy or bothered you are,
You ought not to break the thread
Of golden Patience that holds God's grace
Like an angel's shield before your face!
- A. All right! then I'll try to do my work!
But please say a prayer for me!
For however I'm going to finish all this
Is more than I can see!
- ALL: We will! and we hope you wont be long!
- C. Come out as soon as you can!
Perhaps your angel will help you, too!

[Exit all but A. Curtain.]

SCENE II. [Outdoors. Enter Children.]

- B. We'll try to think up some plan
That will make her happy when she is through with
all the work she has to do.
[Enter from opposite side, other children.]
- C. Annie can't come!
- OTHER CHILDREN: Why? Why not? Why can't she come?
- D. Oh, she has a lot of work to do!
- B. We've been praying to her Guardian Angel for her. Maybe
it won't take so long!
- E. Sister said we could be like angels, if we kept our hearts
pure, and were always ready to help those in need.
I think Annie is in need — and I'm going to help her!
- F. Let's all help her!
- G. We all had work to do, but *we all got through*!
- OTHERS: That's so! That's true!
- E. But Annie was so discouraged, she couldn't even begin!
- G. Well, didn't Sister tell us we mustn't get discouraged!
- E. Can you *always* do *just everything* just exactly right? —
without ever being the least bit bad? I'm sorry for
Annie! I think if some of us helped her this time, she'd
see it wasn't so awfully hard, after all, and then she
wouldn't get discouraged next time!
- C. I'll tell you, let's all play we're Angels, and go and
help her!

ALL: Fine!

B. I'll be St. Michael, I've a stick for a sword!

D. I'll be St. Gabriel!

G. I'm going to be St. Raphael!

C. But who will the rest of us be? There aren't any more
names!

E. Let the rest of us be Guardian Angels!

ALL: That's grand! Splendid! That's it! Come on!

E. But let's go orderly — and we ought to sing an Angel song.

[Children all take partners. All sing to the tune of

"Dear Angel Ever at My Side."]

Here come the Angels, two by two

If there is work to do!

We all will help you if we may!

So you can come and play!

[Curtain.]

SCENE III. [Same as Scene I. Annie dusting.]

Enter, Angels, repeating song of Scene II.]

- A. What in the world?
- E. We've come to help! [All begin to order things nicely.]
- C. Here! — let me sew on this button!
- B. Why! we're all through! It hardly took a minute!
- G. Come on then, we can go out now!
[All take partners again and sing:]
Here come the Angels, two by two!
We've done what there was to do!
We're glad to help, wherever we may
Before we go to our play!
- [A real Angel appears. Children are surprised.
All kneel down.]
- ANGEL: Dear children. God bless you! You have indeed been
"doing as the Angels do," and I have come to give
each of you a sign that you must always wear, to
remind you that your Guardian Angel loves to see
you helping one another! [fastens a shining tinsel
star to each child's waist.]
- E. Thank you, dear Angel!
- ALL: Thank you! Thank you, dear Angel!
- [All stand and sing, as Angel goes backward out of sight:]
Dear Angel ever at my side,
How loving must thou be, etc.

[Curtain]

NOTE: This little play is suitable for the primary grades. Any number
may take part, boys or girls, or both.

VITALIZING AMERICAN HISTORY

Pupils' interest in historical periods is automatically increased if the history teacher provides a selected list of allied books for outside reading. This fiction, then, serves as an introduction to the more intense study and appreciation of history. The great periods of American history are: intercolonial conflict, Revolutionary War, War of 1812, Civil War, growth of the West, 1789-1829, 1829-1865, and the Great War. A suggestive list of fiction references for these important periods is offered by Dale Zeller in *Teaching*, for October, 1930. In connection with the intercolonial period, Cooper's *Last of the Mohicans*, Hawthorne's *Grandfather's Chair*, Longfellow's *Evangeline*, Munroe's *At War with Pontiac*, and Parkman's *Montcalm and Wolfe*, may be read. For the revolutionary period Altsheler's *Sun of Saratoga*, Coffin's *Daughters of the Revolution and Their Times* and *Boys of '76*, Cooper's *The Pilot*, Churchill's *Richard Carvel*, Ford's *Janice Meredith*, and Longfellow's *Ride of Paul Revere* are recommended. The War of 1812 may be introduced by Altsheler's *Young Trailers*, Barnes' *Yankee Ships and Yankee Sailors*, Cooper's *Pioneers and The Prairie*, Eggleston's *Hoosier Schoolmaster*, Fox' *Little Shepherd of Kingdom Come*, and Kaler's *With Perry on Lake Erie*. In studying the Civil War period, Andrews' *A Perfect Tribute*, Cable's *The Cavalier*, Goss' *Ted*, Nicolay's *The Boy's Life of Abraham Lincoln*, Page's *Captured Santa Claus*, and Shackleton's *Strange Stories of the Civil War* will be found helpful. For the growth-of-the-West period, Altsheler's *Wilderness Road*, Brook's *Master of the Stronghearts*, Hough's *The Covered Wagon*, Sabin's *Buffalo Bill and the Overland Trail* and *On the Plains with Custer*, Shaw's *Story of a Pioneer*, and Tomlinson's *Scouting with Kit Carson* are appropriate. The following books will aid the study of the period of 1789-1829: Brady's *A Midshipman in the Pacific*, Hale's *Man Without a Country*, Seawell's *Little Jarvis*, Thompson's *Alice of Old Vincennes*, and Tomlinson's *The Young Minute Man of 1812*. The period of 1829-1865 may be lived by reading Aldrich's *Story of a Bad Boy*, Avary's *A Virginia Girl in the Civil War*, Churchill's *The Crisis*, Eggleston's *Southern Soldier Stories*, Harris' *Uncle Remus*, Munroe's *Golden Days of '49*, Page's *Two Little Confederates*, and Stowe's *Uncle Tom's Cabin*. Books for the Great War period are too numerous to mention, but every teacher will know many suitable ones for class reading.

REMEDYING ORAL-LANGUAGE ERRORS

Mistakes that students make in oral language are often noticed and corrected at the time of error, but seldom remedied. The pupil must be guided and directed in correct usage by actual practice, rather than reminded of errors in isolated instances. The oral-reading period is an easily available time for this practice in correct language. Poor achievement in reading, itself, may be due to any or all of these factors: poor assimilation of new words, small-meaning vocabulary, insufficient number of sight words, little outside reading, nonrecognition, partial mispronunciation, substitutions, omissions, repetitions, and insertion of letters.

Remedial measures for these common errors are given by Adele Underwood in the February issue of the *Journal of Educational Research*. New words may be taught by sounds of letters, families of words, or a combination of these two methods. Small-meaning vocabulary may be improved by teaching the meaning from context, and by use of the dictionary. Likewise, recognition of sight words may be increased by oral practice in pronunciation from selected lists. Outside reading may be encouraged through individual interests and reading of choice paragraphs from a book by the teacher to arouse pupils' interest. To improve nonrecognition, mispronunciation, substitution, omission, repetition, and insertion, daily drill through the use of printed paragraphs with blanks to be filled achieves results. Incorrect usage, itself, is remedied only through daily drill with correct forms.

SINGING OUT OF TUNE

Writing in the *Teachers World* (London), Mable Chamberlain, a specialist in music, mentions several causes for classes singing out of tune and suggests remedies.

If the cause is lack of ear training, the remedy is ear training for the class and an attempt to produce more effective ear training in lower classes. Lack of voice training may be the cause. "Singing too lustily on low notes, and forcing up the so-called 'chest register,' striving for power instead of sweetness of tone, singing on insufficient breath, all tend to produce singing out of tune. Train the voices as well as give songs to sing."

"Unsuitable vocal compass of a song may cause singing out of tune. Part songs need to be watched for this point. Choose songs within a safe compass, say middle C to G (above top line, treble clef). Beware of long passages which keep persistently on upper C, E, F, and G, and insist on soft singing on notes below middle E."

Several other causes for singing out of tune are mentioned, such as bad atmospheric conditions, bad posture, tiredness, inattention. The remedies for all of these are obvious. But one other bit of good advice is worthy of mention. Often, in preparing for a special event, the leading songs are rehearsed to the point of boredom, often resulting in singing out of tune. The remedy is to stop rehearsal of the song "and not to touch it again until the day before the event." All preparations for special events should proceed quietly without nervousness, anxiety, and rush.

RULES FOR CHILD TRAINING

The following nine rules were given for parents in a recent bulletin of the Children's Bureau of the U. S. Department of Labor. The bulletin is entitled *Are You Training Your Child to be Happy?* The rules will be helpful to teachers as well as to parents.

Tell and act the truth to your children.

Keep your promises, good or bad.

Decide which things are most important for a child to do and then be consistent about seeing that he does them. Do not nag him about little things that do not matter much.

Do not say "No" one time and "Yes" the next time for the same thing. Your child will never learn that way what is good to do and what is bad.

Break up bad habits by keeping the child so busy with interesting things to do that he forgets the old habit.

Pay no attention to him when he tries to get what he wants by temper tantrums, by whining, or by vomiting.

See that he gets things (if they are good for him) only when he is quiet and happy and polite.

Keep cool and quiet yourself. Speak in a quiet voice.

Show the child you are pleased when he tries.

TO IMPROVE HANDWRITING

Handwriting is often declared a lost art. Nevertheless, direct and concentrated efforts are being made daily in our schools to perfect this skill. In *Connecticut Schools* for May, 1931, the following specific suggestions are offered as an improvement program:

Test papers should be mounted on cardboard for exhibition.

Teachers should examine the exhibits and compare them.

Pupils should examine the exhibits and compare them.

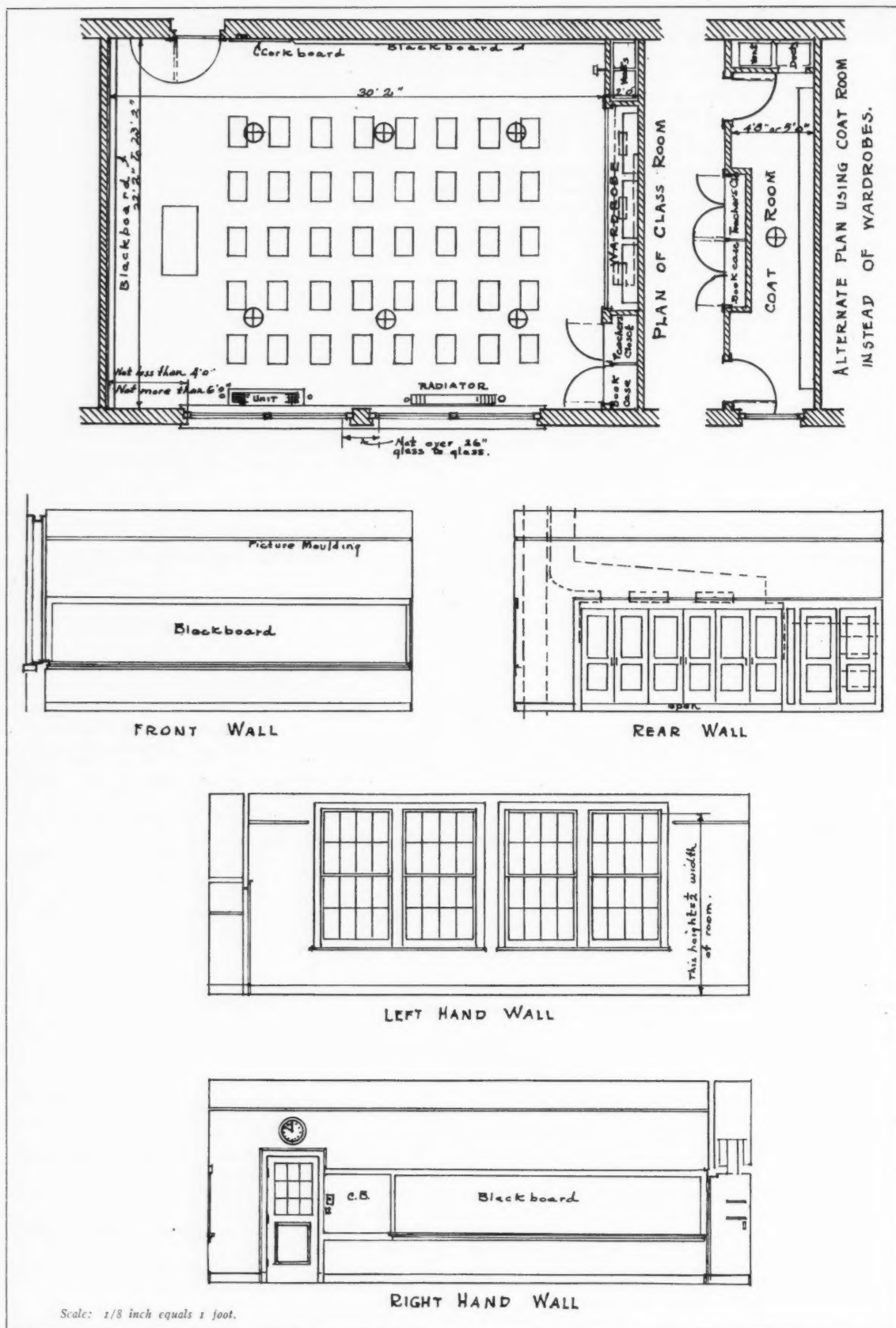
Each room should make a chart showing the faults of individuals and of the class; therefore, every pupil will have an individual aim. Teachers should adapt handwriting instruction to the individual needs of pupils.

All written work, whether in geography or spelling, should be considered handwriting.

Every pupil should be able to answer the question, "What do you have in mind to improve your writing?"

Teachers should insist on good writing *daily*.

Tests should be given every two months and changes noted.



Typical Elementary Classroom of the State of New York

The Planning and Construction of the Classroom

Julius Wadhams Miller

In the conventional school organization prevalent in the United States the class is necessarily the dominant unit around which the elementary school is built. Current educational theory suggests modifications in the class unit, but practice, limited to a great extent by tradition and economic necessity, requires that the class consist of 30 to 40 children in charge of a single teacher. With the class and its physical and educational needs as the basis of all school planning, it is readily understood that the classroom is the controlling area around which the schoolhouse plan is developed.

Principles of Planning

The planning of schoolrooms involves a number of principles which can be expressed in one basic inclusive principle—*Functionality*. The schoolroom must be so arranged and fitted out that the educational purposes of the school are achieved by means of the organization, the teaching materials, and the instructional methods which are employed. Naturally, the room will not function if it is not adapted to contribute so far as possible to make the learning situation ideal for the child and the teaching situation similarly ideal for the teacher. Embraced in the principle of functionality are principles of safety to life, healthfulness, beauty, and economy, and in a secondary way, flexibility, convenience, and durability.¹ In the degree that these principles are achieved, the schoolroom will be successful.

The Size of Classrooms

Educational practices of the past decade have constantly tended to reduce the size of classes and consequently the size of classrooms. The consensus of opinion of educators favors the small class. Classes numbering more than 40 children are universally condemned by leaders in current educational thought, but there has not been much evidence to support the contention that elementary-school children gain measurably in knowledge, skill, or attitudes when the teacher has only 30 or 35 to care for. It seems clear, however, that classes which are larger than 40 require rooms that tax the strength and voice of the teacher and similarly are hard on the eyes and ears of the pupils. Present ideas of good practice and economy seem to limit the class to a maximum of 40 children, a number which allows for planning classrooms that are economical to construct and comfortable for children and teachers under most school situations.

Architects and schoolmen speak glibly about standard classrooms, but hardly two architects of experience or two organized school systems will agree upon the exact dimensions of classrooms. Recent practice has shown that rooms must provide from 16 to 18 square feet of floor area per pupil. Some of the best planned buildings have 16.5 square feet per child. The State of New York has developed a typical classroom, in many respects ideal, which has a floor area of 17.4 square feet per pupil. This room, illustrated in the accompanying cut, measures 30 ft. 2 in. by 23 ft. 2 in. by 12 ft. It is arranged with windows on one side and a cloakroom or wardrobe at the rear and seats comfortably 40 children in 5 rows of seats, with 8 seats in each row. The plan is excellent in every detail and serves very well for comparing the arrangement of any room for economy, convenience, and gen-

eral suitability to present elementary-school uses. (See page 382.)

Windows and Natural Light

Hygienists and engineers argue that children require an amount of light equivalent to 10 to 12 foot-candles, for comfort and well-being in reading and carrying on other schoolwork. A minimum of 5 foot-candles may be allowed for periods of time, but generally speaking, the delicate mechanism of children between the ages of 6 and 14 is injured by light which is less than 10 foot-candles.

The window area of classrooms has been established, more or less empirically, at between 15 to 20 per cent of the floor area. The purpose is to provide a minimum amount of light upon the desks farthest from the windows, equivalent to 5 foot-candles even when the sky is clouded. The rule of 20 per cent is quite acceptable for the average school in the north, but is excessive in the south, and in parts of California where brilliant sunlight prevails practically every day. When the classroom is more than 24 ft. wide the ratio of window area must be increased to properly light the inside row of desks.

The best light for classrooms comes from the upper half of the windows. For this reason it is necessary to use only square-headed windows and to carry them up as near the ceiling as the construction will permit. It has been found that windows which extend below 36 in. from the floor level cause confusing light reflections. Some architects and hygienists advise that the sill be 40 in. above the floor.

Window Arrangement

It is advisable that piers and mullions between windows be kept as narrow as possible so that broad bands of shadow may be avoided. Small window panes (not smaller than 18 by 24 in.) save loss from breakage and usually help the architectural design of a school building.

Windows may extend close to the rear wall of a classroom, but it is necessary that the first window at the front, or teacher's end, of the classroom be placed from 4 to 5 ft. back from the front wall of the room. When the windows extend nearer than 4 ft. to the front wall, the light parallels the blackboard and interferes strongly with the vision of children seated in the inner rows of desks.

Doors and Exits

One door, opening out from the room into the corridor, usually is sufficient for the elementary classroom. Two doors merely increase the difficulty of managing the class especially during an emergency dismissal. If the corridor wall is a 3-ft. "breathing wall" with cupboards and ventilating flues, the door is hung on the classroom side of the recess so that it swings without projecting into the corridor. If the wall is of usual thickness, the door is hung so that it may be swung back flat against the corridor wall. The upper half of the door may be glazed, but it is desirable that only one small pane or horizontal row of panes be clear glass. Classroom doors are fitted with locks which are always open from the inside. A card holder and a permanent number on the outside are desirable. Kick plates are useful in preserving the appearance of doors in constant use.

(To be continued)

¹The formulation of principles is taken from an unpublished paper by the late C. D. Kingsley, Boston.

SPECIAL BULLETIN ON UNIT METHOD OF TEACHING

The Unit Method of Teaching, a bulletin issued by the University of Virginia, "Record Extension" series, includes discussions and unit lesson plans that will be of value to teachers in preparing a plan. The bulletin has an outline of detailed unit assignments from the minimum essentials to A level, in English, mathematics, social science, and science.

Particularly appealing is the assignment sheet for an English unit on friendly letters. The minimum essentials required for a grade of D, a study of the parts of a letter (heading, salutation, etc.), practice in writing friendly letters, informal notes of invitation and reply, favors, apology, announcements, congratulations, condolence, and formal notes with references and directions for study.

For the grade of C, pupils must have the ability to write interesting "bread and butter" letters, interesting descriptive letters, and clear explanatory letters.

For a grade of B, the student must acquire an ability to write interesting letters about books and travel, and have the ability to appreciate letters of literary men, besides knowing how to write other letters which are both interesting and entertaining.

TESTS FOR READING ABILITY

How do you test your class for reading accomplishment? Checking and informal testing often aid the teacher in judging the child's ability to grasp the printed word. There are countless ways of determining this. In *The Grade Teacher* for June, Florence Piper Tuttle has listed about forty different methods, ranging from the ability of the first-grade child through the sixth grade. Some of them are: (1) question and answer; (2) yes-and-no question; (3) matching phrases to words; (4) matching phrases to pictures; (5) who game—answer by pointing to right thing in the picture or story; (6) completion test, *The little old woman*; (7) true-or-false test; (8) multiple-response test—*The old woman's house* was, green, white, brown; (9) picture drawing—Draw a picture of the funniest, most exciting, etc., part of the story; (10) where game—Where was Mary hiding, behind the house, under the table, etc.; (11) what game—What did, etc.; (12) making word lists after reading story silently; (13) list stories like this one; (14) list heroes like this one; (15) list other animal stories; (16) name parts of story in sequence; (17) list five other good titles for this story.

INDUCING POETIC APPRECIATION

High-school literature classes are likely to avoid reading poetry whenever possible; required assignments being the lone reason for becoming familiar with this phase of literature. But there are ways to arouse enthusiasm, even for this too-often-misunderstood creative work. Blair Thomson, writing in *The Instructor* for June, on "A Poetry-Appreciation Project," has outlined new ideas on enjoyment of poetry.

One morning, just previous to the introduction of poetry in the English-literature class, an arresting poster, designed by the teacher, was displayed on the bulletin board. It consisted of two water-color sketches mounted; under each was printed a stanza from Christina Rossetti's *The Wind*. A typewritten slip, added near the bottom, announced to the class that the next weekly assignment was a choice between the usual composition or an illustration of some poem, to be selected individually. Students were reminded that in illustrating a poem, the following points are important: correctness in copying, neatness, arrangement, and appropriateness of illustration with wording. After most of the students had become enthusiastic over this new idea, a few regulations were formulated to govern the work. No student was allowed to buy anything for the poster project, no poem studied in class could be used, new poems must consequently be found, poems

must not be too long but of a convenient length for display, and magazine illustrations could be used, were the decisions of the group. The teacher left several volumes of poetry handy at her desk for class borrowing or perusal. This motivating procedure provoked the desired result. Students began scouring their own literature texts for suitable poems and many took them home at night to read.

Kilmer's *Trees*, Sarett's *Four Little Foxes*, Markham's *No Sanctuary*, Wordsworth's *Daffodils*, and McCrae's *In Flanders Fields*, proved especial favorites in the order given. Through this excellent introduction, students became intensely interested in poetry as a form of expression. Later, as a result of class discussions and simple study of the mechanics involved, students wrote original poetry on their own initiative.

SANITARY DRINKING FACILITIES

Some very sane and healthy regulations for bubblers are contained in the standards proposed by Marie Correll, in a recent U. S. Government publication, *Sanitary Drinking Facilities*. Regarding sanitary service, the author states:

"1. Fountain shall be of impervious material, as vitreous china, porcelain, enameled, cast iron, other metals, or stone-ware.

"2. Jet shall issue from nozzle of nonoxidizing, impervious material set at an angle from the vertical. Nozzle and every opening in pipe or conductor leading to nozzle shall be above edge of bowl, so that nozzle or opening will not be flooded if drain from bowl becomes clogged.

"NOTE: It is understood that the angle be such that the water can neither fall back nor be forced back on the point of discharge.

"3. Nozzle shall be protected by nonoxidizing guards to prevent mouth or nose of drinker from coming in contact with nozzle.

"4. Jet of water shall not touch guard.

"5. Bowl of fountain shall be free from corners difficult to clean or collecting dirt.

"6. Bowl shall be so proportioned as to prevent unnecessary splashing.

"7. Drain from fountain shall not have direct physical connection to waste pipe unless trapped.

"8. Water-supply pipe shall have adjustable valve fitted with loose key or automatic valve permitting regulation of rate of flow of water to fountain so that valve manipulated by drinker will merely turn water on and off.

"9. Height at drinking level shall be convenient to most persons using fountain. Steplike elevations may be provided for children.

"10. Waste opening and pipe shall be large enough to carry off water promptly. Opening shall have strainer."

NATURE COLLECTIONS

The School (Toronto, September, 1930) contains an interesting article by G. A. Cornish on Pupil's Collections in Nature Study. The list of subjects given will be helpful in planning fall nature study. Here are a few of the suggestions for objects to be collected:

Six kinds of violets mounted on one sheet.

Six kinds of goldenrod, asters, etc.

Methods of wind dispersal of seed: maple, elm, thistle, dandelion, tumbleweed, etc.

Dispersal of seed by animals: burdock, beggars' ticks, etc.

How plants climb: tendrils, twiners such as bindweed, climbing roses, Boston ivy, Virginia creeper, etc.

Shapes of leaf blades.

Shapes of apex and base of leaves.

Kind of stipules.

Kinds of margin: lobed, cleft, parted, divided, entire, serrate, crenate, etc.

Autumn tints in trees and shrubs.

Collection to illustrate the natural history of a tree.

STATUS AND WORK OF THE SCHOOL NURSE

The nurse, working with educational institutions, and frequently, employed by them, should consider herself an educator, and should take advantage of every opportunity for increasing her knowledge of educational aims and for increasing her skill in educational methods. All health workers are educators, but the school nurse has particular responsibilities along this line.

Dr. Charles C. Wilson, director of health in the public schools of Evansville, Ind., writing in the February issue of the *American Journal of Public Health*, points out that often words are not needed for explanations, since much is taught without words. The nurse must watch her technique carefully, and realize that her methods will be imitated. She should exhibit a sympathetic attitude, taking care not to exaggerate the importance of slight injuries, while urging the proper care of serious ones without alarming the child.

When called upon to treat certain conditions, the nurse will find a need for a supply of simple remedies. It is not necessary, however, to keep all of these materials in the first-aid cabinet. Standing orders in regard to treatment may best be outlined according to the various types of cases, such as toothache, impetigo, pediculosis, scabies, and foreign particles in the eye. Many school health departments have forms on which are printed directions for the treatment of scabies and pediculosis, together with the drugs to be used. These forms are convenient and save the nurse considerable time.

Speaking of the general policy of the nurse in regard to treatment, Dr. Wilson pointed out that as a general policy, the school nurse should not accept responsibility for the treatment of any condition—she may treat cases on the orders of a physician when he assumes the responsibility, but otherwise her activities must be limited to first aid. All cases requiring treatment should be referred to the family physician, or clinic physician, and regardless of the need of any individual case, the nurse should not treat it, except on the instructions of a physician.

First-aid work and minor treatments are important parts of the school nurse's duties, but they should occupy but a small portion of her time. The success of a nurse in her first-aid work is not measured by the number of cases she treats, but by her proficiency in teaching older children, parents, and teachers to take care of these conditions. As she is able to do this she will have more time to devote to more important duties, such as classroom inspections and home visitations.

Upon entering a room to make a health inspection, the nurse should acquaint the teacher with the purpose of the inspection and convince her of its value. This may be followed by a statement in regard to the danger of allowing a child to stay in a classroom when in the early stages of a contagious disease. Following the explanation, the nurse makes an inspection while the teacher looks on. The nurse demonstrates to the teacher any condition which she regards as a deviation from the normal. Questions in regard to the practice of health habits may be asked at this time. Commendation for children who have practiced health habits taught, or who have read remediable defects corrected, helps to develop a favorable group attitude.

According to Dr. Wilson, there are two points requiring emphasis when the teacher is asked to make health inspections. One is that the teacher need not touch any pupils. The other is that the teacher should not diagnose any condition which she observes. She is interested only in determining the presence or absence of any deviation from the normal which indicates that the child may be suffering from an acute disease. When she finds such a deviation, she excludes the child from school for the protection of the other pupils. The exclusion is not based on the diagnosis of any definite disease, but solely on her suspicion due to changes in the appearance of the child.

The most important duty of the school nurse and the one of greatest value is the home visitation. She may educate parents, pupils, and teachers to decrease the need of first-aid services; and teachers can develop such skill and experience in conducting inspections that the nurse can be relieved of much of this activity; but none can relieve her of the responsibility and privilege of home visitation. In this work she acts as a correlator of the work of the school and the home in promoting the growth and development of the child. Regarding the status of the school nurse, Dr. Wilson emphasizes three important procedures which should be a part of the school health program. The school nurse is a health educator, working with an institution which considers health an important objective. She is a specialist in child health and as such is capable of advising teachers and parents in matters pertaining to the physical and mental health of children. She avoids duplication of efforts, and correlates all activities to develop strong, robust children.

With the above as the status of the school nurse, the standing orders of the school nurse in regard to first aid, classroom inspections, and home visitation may be summarized as follows:

First Aid

1. Consider each case referred to you as an educational opportunity.
2. Advise home care of minor accidents which occur at home and after school.
3. Let older pupils learn first-aid treatment by doing their own first-aid work under your supervision.
4. Accept no responsibility for treatment.

Classroom Inspection

1. Inspect all pupils as early as possible each semester.
2. Educate each teacher in the methods of health inspection. Plan to supervise an inspection which she makes. Impress upon her the importance of daily inspections for the control of communicable diseases.
3. Do not diagnose any condition found.
4. Do not touch children during classroom inspection; if more detailed inspection is needed, have the child report to the office, or examining room.

Home Visitation

1. Allow nothing to encroach upon the time allotted for visits to homes—this is the most valuable part of the work.
2. Be tactful; avoid antagonizing parents and help them to develop a sympathetic and understanding attitude toward health and school physicians.
3. When making a home call, consider the child as a whole, and be interested in the whole family.
4. Make every visit a health lesson for the parent.

THE LIBRARIAN'S OPPORTUNITY

How are you meeting the opportunity you have as librarian in directing the students to a worth-while vocation? Your opportunity is great. The proper functioning of the library is your first duty, but you have a splendid opening to guide by suggested reading and counsel. Talk with the individual students. Gain their confidence. The library and its librarian are a vital factor in their lives. Perhaps never again will they have an equal opportunity to associate so frequently and regularly with a collection of books and periodicals. Even in later life one never finds either time or inclination to do the amount and kind of reading held in constant readiness for students during their school years. The use of publicity in the form of posters, bulletin boards, book notes, and articles in the school paper, are never exhausted in effectiveness. Timely exhibits, talks at student gatherings and clubs, as well as daily mingling with the students and faculty offer unequalled and extraordinary occasions for preaching the use of print by word and by example—*The Catholic Library World*.

A KING ARTHUR PROJECT

How many teachers of English are at a loss to find a beginning when teaching Tennyson's *Idylls of the King*? There are so many and varied possible openings that might appeal to the average high-school student, one can hardly be sure of the most successful. The exhibition of related material, however, preparatory to actual study of lines, will undoubtedly prove highly effective in arousing deep interest. Sources of material will then be necessary, and they are concisely given by Helen Preston in *Bulletin of High Points* for May, 1931.

"From King Arthur's Hall, Tintagel, Cornwall, England, was purchased illustrative material for a King Arthur display in the library. Color played a leading part in the material secured, adding much to the attractiveness of the exhibition.

"Shields of the Knights in color on heavy cardboard (size 10¼ by 6 in.) were bought. Below each shield came appended a history in brief of the Knight. The shields shown were those of Galahad, Lamorak de Galis, Tristram de Liones, Kay, Gareth, Lancelot, Ironside, and Gawaine; also the shield of King Arthur. Other shields may be obtained from the above address.

"Besides the Knights' shields, we displayed colored pictorial reproductions, with descriptive text, of the Round Table, the Sword of a Knight, the Lance, the Sword Excalibur, the Golden Spur, the Sangreal, and the Emblem of the Knights of the Round Table. We purchased through the same source photographs of the interior of King Arthur's Hall, sayings of King Arthur, and a postcard set of views of the King Arthur country. This material and much more can be ordered by checking through the catalog published by the Fellowship of the Knights of the Round Table at Tintagel. A small magazine, *Excalibur*, is issued by the Fellowship at a nominal price.

"To add to the interest of such a display, two large colored posters may be purchased at 50 cents each (the price to schools): Glorious Devon (King Arthur crossing the Moors), Great Western Railway of England, 505 Fifth Ave., New York; Carlisle (Knight on horseback), London, Midland, Scottish Railway Co., 200 Fifth Ave., New York. From Thomas Nelson Sons, New York, an inexpensive set of King Arthur pictures, also colored, may be secured. These are admirable for mounting for circulation from the library picture file.

"A very choice edition of *La Morte d'Arthur* is obtainable in America at about \$7.50. It is published by the Medici Society of London and Jonathan Cape, and is beautifully illustrated in full color by W. Russell Flint. This book was effectively shown resting upon a background of gold paper. Such a book is an addition to any high-school library's 'fine-edition collection.'

"Numbers of students came into the library to copy the colored shields for their class projects; while the continuous interest in all the King Arthur material induced us to believe that this exhibition was a practical one."

WHAT IS CULTURE?

"To many teachers, intelligence has come to mean ability in the narrow language field which the high school has made all its own," said E. W. Butterfield, state commissioner of education, Hartford, Conn., in an address before the Department of Superintendence at Detroit, early in February, and reprinted in *The Journal of the National Education Association* for April, 1931.

He continues: "The chief teacher of English in one of our city high schools wrote me, 'You do not realize our difficulties. The great majority of our students come from homes without the slightest trace of inherited culture.'

"Yet there were in her classes Russian and Italian boys and girls in whose homes music was known, loved, and appreciated; a world into which this unmusical teacher, with songless colonial ancestors, could never enter.

"There were in her classes French and Greek boys and girls whose homes were illumined with an inherent love of beauty and color and form which her eyes and mine could never see.

"There were in her classes Polish and Irish boys and girls in whose homes were ideals of family union and conservation which in her home were unknown.

"There were in her classes Jewish boys and girls in whose homes a spiritual culture dwelt which has given great religions to the world and has transformed the human race.

"To this narrow-minded teacher culture meant the study of literature which the Greeks and Italians had written; the study of mathematical truths discovered by French and Scandinavians; the study of history made by Jews and others who to her were uncultured people. To her, culture meant classroom study with closed eyes, ears, and heart. It meant college degrees, unread books on the shelves of the family library, and a grandfather who was a clergyman; while in the homes of many of the children who daily passed her desks there dwelt culture which she could never know and could never appreciate."

VOCATIONAL CIVICS

Here are the results of a course in vocational civics for pupils of low I.Q. The course, which was designed to give information about various occupations, was given during the second term in high school. The results are reported in the *Bulletin of High Points* (high schools of New York City, October, 1930).

Before taking this course, 78 of the pupils expected to go to college or training school; 23 expected to complete high school; 20 were staying in school till they should reach the legal age for withdrawal. Of those of the group who had selected their future vocation, 9 selected law, 11 medicine, 5 dentistry, 2 pharmacy, 10 engineering, 25 teaching, 9 commercial work, 6 art, 4 music, and 1 nursing. Others had selected printing, aviation, and department-store buying.

None of those who intended to go to college changed their mind as a result of the course, but of those taking the course, 22 left school during the term to go to work and 18 sought a transfer to a commercial or technical school. Twenty-one of the girls who thought teaching the only occupation for them learned about many other vocations and chose one of them.

SCHOOL JOURNEYS

"School Journeys and School Journalism" is the title of L. Paul Miller's contribution in the December, 1930, issue of *Junior-Senior High School Clearing House*, devoted to visual-aid material exclusively. Mr. Miller succinctly summarizes the important steps in conducting a typical school journey as:

"1. A need arises in connection with regular classwork for first-hand information.

"2. A time for the journey is fixed that is suitable both to the place visited and to the pupils.

"3. The teacher makes an advance trip to the place, if he has not previously been there.

"4. Definite purposes for which the class trip is to be conducted are discussed with the pupils.

"5. Statements are prepared and mimeographed of the completion, multiple-choice, or true-false type, based on outstanding facts to be learned during the journey.

"6. Pupils fill in or underline correct words on mimeographed sheets and take notes of their own during the visit.

"7. Continuous and detailed explanations of essential points are given throughout the trip, preferably by the teacher.

"8. At the next class session there is oral discussion, of an informal nature, on the facts learned on the journey."

Trips to various places of historical, natural, scientific, or industrial interest may be conducted so as to be of real educational value. They may provide material for classwork in history, art, science, and composition and enlighten pupils on the choice of a vocation.



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NEWS OF CATHOLIC EDUCATORS

(Concluded from page 12A)

dent of St. John's College, Toledo, Ohio. He succeeds Rev. William H. Fitzgerald, S.J., who has been appointed director of the College of Education, St. Xavier University, Cincinnati, Ohio.

¶ REV. PAUL HANLY FURFEY, of the Catholic University of America, Washington, D. C., has been granted a year's leave of absence to pursue special work in German universities. He will resume his duties at the Catholic University of America in September, 1932.

¶ SISTER MARY FLORENCE, of the Sisters of the Holy Humility of Mary, has been appointed principal of St. Joseph's Academy, at Villa Maria, Ohio, to succeed Sister Mary Ignatius, recently elected first assistant superior of the congregation.

¶ REV. EDGAR SCHMIEDELER, O.S.B., formerly head of the social-science department at St. Benedict's College, Atchison, Kans., has assumed his new duties as Director of the Rural Life Bureau of the National Catholic Welfare Conference, Washington, D. C.



Rev. Dr. Edgar Schmiedeler, O.S.B.,
Dir., Rural Life Bureau, Department
of Social Action, N.C.W.C.

¶ REV. THOMAS F. RYAN, C.M., has been appointed president of St. John's College, Brooklyn, N.Y.

¶ MOTHER M. PAULINE, C.S.C., formerly president of St. Mary's College and Academy, South Bend, Ind., has been succeeded in the presidency of the college by Sister M. Irma, C.S.C., while Sister M. Agnes Clare, C.S.C., became principal of the academy.

¶ REV. COLMAN FARRELL, O.S.B., head librarian at St. Benedict's College, Atchison, Kans., is the first Catholic priest to hold office in the American Library Association. Father Colman has been invited to serve as a member of the Committee on Permanent Paper for Government Documents.

¶ DR. HOWARD GRAY BROWNSON, of Des Moines, Iowa, has been named to succeed Rev. Edgar Schmiedeler, newly appointed director of the Rural Life Bureau, N.C.W.C., as professor of sociology at St. Benedict's College, Atchison, Kans.

¶ BROTHER HUGH, director of the Boys' Cathedral High School, Duluth, Minn., for six years, has been transferred to the faculty of De La Salle High School in Chicago, Ill. Brother Theodore, of De La Salle, replaced him as director.

¶ REV. CORNELIUS B. COLLINS, dean of Latin and religion at La Salle Academy, Providence, R. I., has been appointed president of St. Paul's College, at Winnipeg, Canada.

New Books and Publications

The World Book

Edited by M. V. O'Shea and a group of two hundred and fifty leaders in their respective fields. 12 volumes, 665 pages each. Cloth, buckram, or finest bindings. W. F. Quarrie and Co., Chicago.

Books of reference are assuming constantly a more important place in education. Both teachers and pupils are being impressed with the fact that a textbook is by no means the last word on any subject. Among reference books, the new *World Book Encyclopedia* justly holds a high place.

This complete and extensive encyclopedia has been prepared especially for school use. It encompasses practically all the material found in encyclopedias for mature readers, besides containing special treatments of educational topics, project material, and helps for presentation for the more outstanding subjects of the elementary-school curriculum.

The discussions are authoritative, practical, and adapted to the understanding of high-school, and upper-grade-school pupils. Besides this, they are written in a very interesting manner, some of them even embody a bit of humor.

The 14,000 illustrations are well chosen for their artistic and illustrative qualities. Cartoons, maps, and colored illustrations are also included.

The set can be recommended for use in Catholic schools. The general information contained in it is as authoritative as can be desired, while such articles as deal with Catholic subjects are written in an unbiased and accurate manner.

The new *World Book Encyclopedia* deserves an investigation by all progressive, up-to-date teachers.—A. C.

Shadow of the Crown

By Ivy Bolton. Cloth, illustrated, 280 pages. Longmans, Green & Company, New York.

A young Spanish prince, who, as a knight of St. John, took part in the defence of Malta, is hero of this stirring tale. Plot, language, and historical detail commend the book especially for upper grades.

The Blue Junk

By Priscilla Holton. Cloth, 192 pages, illustrated. Longmans, Green and Company, New York.

This story for boys and girls tells the experiences of an American girl in China. The author is evidently intimately familiar with the scene and the people she describes.

Friends of Ours Workbook

By Sister Mary Estelle, O.P. Paper; illustrated. The Macmillan Co., New York.

This manual to accompany *Friends of Ours* (Marywood Primer) abounds in knowledge material. Pupils are taught to tell time through the use of blank clock diagrams, to draw familiar objects, to discover rime words, and other similarly motivating acts. Through incidental information in using this manual, children will learn the habits of both wild and domestic animals. They will be delighted with the bird-cage project and the chance to make a bird for it. All material in the manual is correlated, page by page, with the primer it accompanies.—A.J.N.

Tom and Ruth Workbook

By Sister Mary Estelle, O.P. Paper; illustrated. The Macmillan Co., New York.

Young pupils are introduced to nature in this workbook, for use with the Marywood first reader of the same name. Fun on the farm, including descriptions of chickens, gardens, barns, orchards, and other features, is fully depicted, with special emphasis on those elements that appeal to the child mind. Phonic lessons are taught through drill on initial and final consonants. The circus project is bound to arouse youthful enthusiasm, with consequent, effective results in reading improvement. Words important for their religious significance occur at intervals and gradually become familiar to the pupils. Summarized reviews of all work contained appear at the end of the book and prove a great asset in this manual.—A.J.N.

A Friend of Mine

By David P. McAstocker, S.J. Cloth, 149 pages. The Bruce Publishing Company, Milwaukee, Wis.

This book exalts friendship in all its virtues, beauties, and blessings. It deals with the finer thoughts, relations, and contacts between man and the Son of God. The author approaches his subject from various angles and draws both practical and spiritual lessons from his studies. Thus in his chapter on a Silent Friend he demonstrates the virtue of silence. The majesty of that silence which Christ manifested during the most critical moments of His career on earth, is effectively depicted.

But there are chapters on the Blessed Sacrament as the Personal Friend, the Friend in Need, the Strong Friend, the Prayer-

(Continued on page 20A)

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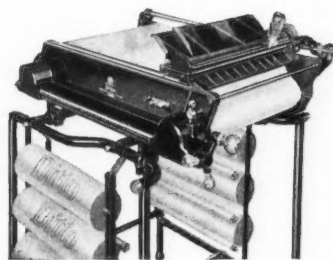
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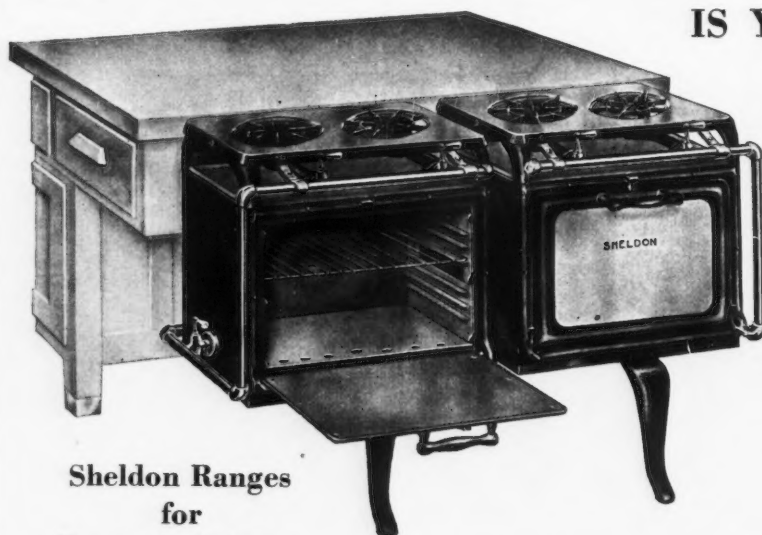


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ful Friend, the Lonely Friend, the Everlasting Friend, and so on, all leading the reader into higher realms of thought and reasoning. The author strengthens his text by numerous references to the scriptures, and by applying his illustrations and lessons to everyday life. The spiritual trend of the text is elevating and inspiring.

Kitten Kat

By Blanche J. Dearborn. Cloth, 109 pp. The Macmillan Company, New York.

In simple words and short sentences, *Kitten Kat* relates the adventures of a black-and-white pussy. His home in a classroom, affording countless pleasures to the little pupils during the day, is described, as well as the climax of his career when he is awarded first prize at the cat show. Every third lesson consists of questions to be answered orally in class with knowledge gained from the two preceding stories. This method develops both memory and thought. A word list, appended to the reading text, explains that there are 220 different words in the entire book and 90 per cent of these is contained in Thorndike's word list. The vocabulary is also tabulated according to Gates' list and the results recorded here.

RECENT BOOKS AND PAMPHLETS

Wheels Toward the West. By Hildegard Hawthorne. Cloth, 256 pages. Longmans, Green and Co., New York, N. Y. The adventures of two small children on the Santa Fe trail during the pioneer days. The book is intended for supplementary reading by older children in the grades.

Small Catechism of the Mass. By Rev. Paul Bussard. Paper, 24 pages. The Liturgical Press, Collegeville, Minn. In question and answer form this booklet takes up the fundamental facts of the Mass and explains its sacrificial character.

My Spelling Book. By Sisters, Servants of the Immaculate Heart of Mary, Monroe, Mich. Book I, 24 pages; Book II, Part 1, 24 pages; Book II, Part 2, 24 pages. These spelling booklets, for the first and second grades, contain 30 lessons each, and are arranged for individual or group progress. The words have been selected from standard word lists and the groupings are in sentence and paragraph form.

Vocation Letters. By Rev. Winfred Herbst, S.D.S. Paper, 96 pages. Published by the Society of the Divine Savior, St. Nazianz, Wis. Letters in this illustrated bulletin are directed to boys and girls between the ages of 12 and 16. They discuss the problem

of vocation from the standpoint of the child, his or her happiness in this life, and in the life to come.

Textiles and Clothing. By Elizabeth Sage. Cloth, 335 pages. Charles Scribner's Sons, New York, N. Y.

Northern Lights

By Mikkjel Fonhus. Cloth, 152 pages, illustrated. Longmans, Green and Company, New York City.

This translation from the Norwegian is a realistic adult account of the life of a polar bear. The story is tragic, the language is simple and in harmony with the cold, silent country of Spitzbergen.

The Best Thing to Do. By Frank E. Tomlin. Paper. Stanford University Press, Palo Alto, Calif. Four-choice multiple-response situations have been employed throughout, in this test for knowledge of social standards.

Sound Motion Pictures as a Factor in Education. Report of the sound motion-picture demonstration. Paper, 11 pp. Fox Film Corporation, 850 Tenth Ave., N. Y.

Rural Standards of Living. A selected bibliography. By Louise O. Bercaw. Paper, 84 pp. Superintendent of Documents, Washington, D. C.

The Speech Defective School Child. What our schools are doing for him. By James F. Rogers, M.D. Paper, 32 pp. Superintendent of Documents, Washington, D. C.

School Health Activities in 1930. Summary of information collected for the White House Conference on Child Health and Protection. By James F. Rogers, M.D. Paper, 34 pp. Superintendent of Documents, Washington, D. C.

Twenty-fifth Annual Report of the President and Treasurer. The Carnegie Foundation for the Advancement of Teaching. Paper, 206 pp. Carnegie Foundation, Fifth Ave., N. Y.

The Philosophy of Catholic Education. By Rev. Edward B. Jordan, D.D. Paper, 21 pp. The N.C.E.A. Bulletin, No. 4. 1312 Massachusetts Ave., N.W., Washington, D. C.

Forest Facts for Schools. By Charles L. Pack and Tom Gill. Cloth, 348 pages. D. Appleton and Company, New York City. This study of trees, forests, forest products, and forest enemies is written on the seventh-eighth grade level.

A Preface to Literature. By R. R. Greenwood, M.A. Cloth, 110 pp. The Macmillan Co., New York City. Here is a brief survey of literary forms, including prose, the novel, tale, short story, essay, drama, and poetry.

The Practice of Teaching in the Secondary School. Revised Edition. By Henry C. Morrison. Cloth, 688 pp. The University of

(Continued on page 22A)



One of America's most beautiful schools, the Walnut Hills High School . . . Garber and Woodward of Cincinnati, the architects of this impressive temple of learning, specified this everlasting natural product not only for blackboards but for the roof and window sills as well . . . It is interesting to note, throughout the country, the number of distinguished school buildings whose designers have looked far into the future and put into the structure only material that will give lifelong service.

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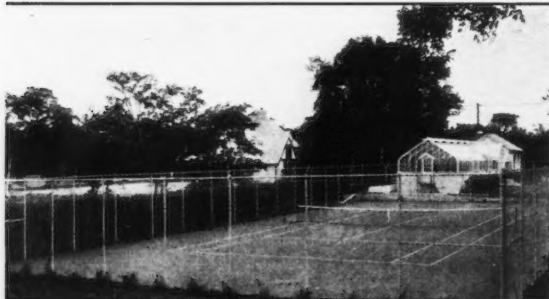
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(Continued from page 20A)

Chicago Press, Chicago. Every phase of high-school teaching is analyzed and appraised, as a control, operative, or administrative technique. Practical fundamentals are stressed.

Enjoying Poetry in School. By Howard Francis Seely. Cloth, 267 pp. Johnson Publishing Co., Richmond, Va. Poetry from the teacher, individual pupil, and class standpoints is described, and methods of furthering appreciation are given. A pupil project in original poetry is included as an example of creative accomplishment.

Enriching the Curriculum for Gifted Children. By W. J. Osburn and Ben J. Rohan. Cloth, 408 pp. The Macmillan Co., New York. In this book, guidance is provided both for administrators and teachers. Part I, Principles and Policies, introduces the problem; Part II, Materials and Methods, lists various extracurricular activities.

Prose and Poetry for Précis Writing. By Irene H. FitzGerald, M.A., and Robert H. Mahoney, Ph.D. Cloth, 188 pp. The Catholic Education Press, Washington, D. C. The promotion of composition skill through the mastery of the art of condensation is the evident purpose of this volume. Numerous examples of literary masterpieces abound, and reading for thought and appreciation is stressed.

Short Life of St. Roch. By Rev. I. Cirelli. Published by the author at 784 East 150th St., New York, N. Y. Contains a Novena in honor of St. Roch. The pamphlet is also obtainable in Italian.

Mental Measurements of Preschool Children. By Rachel Stutsman, Ph.D. Cloth, 368 pp. World Book Co., Yonkers-on-Hudson, N. Y. The Merrill-Palmer Scale is analyzed as a guide to mental testing of young children, and directions for administering it are given. Illustrative case studies add practicality to the results recorded.

Twenty-five Points of Grammar. By Donald Gale Stillman. Cloth, 89 pp. Arthur L. Burroughs, Cranbury, N. J. Part One defines each part of speech and gives examples of them in usage; Part Two is devoted exclusively to exercises based upon these points of grammar.

Introduction to the Use of Standard Tests. By Sidney L. Pressey, Ph.D., and Luella Cole Pressey, Ph.D. Paper, 266 pp. World Book Co., Yonkers-on-Hudson, N. Y. This manual explains both ability and achievement testing in school subjects. It tells how, what, and why to test.

Permanent Peace Program of Pope Benedict XV. By Rev. D. A. McLean. Paper, 32 pages. Catholic Association for International Peace, New York, N. Y. An explanation of and a plea for the Pope's program.

Learning and Test Activities in General Science. By R. K. Watkins and R. C. Bedell. Paper, 190 pages. Unit tests are provided as a feature of this junior-high-school workbook.

Principles and Practices in Health Education. Paper, 491 pages. American Child Health Association, New York City. The papers read at the sixth conference on health education take up principles of curriculum building, materials for health education, teacher training, objectives, and organization problems.

Catholics and the Labor Problem. Paper, 22 pages. By R. A. McGowan. N.C.W.C., Washington, D. C. An exposition of the recent Encyclical.

Some Biting Remarks. About you and the foods that you eat. By Happy Goldsmith. Paper, 43 pp. A. S. Barnes and Co., New York. A discussion of school lunches, with humorous cartoons scattered on every page, is the material of this small volume.

Careers and Professions. A series of monographs. By Walter J. Greenleaf. Paper, free on request. United States Department of the Interior, Office of Education, Washington, D. C. Pertinent information concerning medicine, journalism, law, librarianship, architecture, electrical, civil, and mechanical engineering is included in this study.

Our Book World. Primer, First, Second, and Third Reader. By Florence Piper Tuttle. Cloth. Longmans, Green and Co., New York. The primer emphasizes play; the first reader, useful activities; the second, creative work; and the third, constructive work.

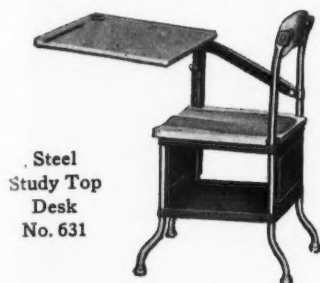
Oral and Silent Reading Practices. By Florence Piper Tuttle. Cloth, 246 pp. Longmans, Green and Co., New York. This is the teachers' guide to accompany *Our Book World* Readers. The material is divided and graded according to each reader, and the general plan of class procedure is outlined. Pronunciation of words used in texts, source material, and a selected bibliography are included.

The Stars Through Magic Casements. By Julia Williamson. Cloth, 246 pp. D. Appleton and Co., New York. Stories and legends of the constellations taken from literary sources are contained in this science reader for intermediate grades.

Conduct Problems. For Grades 4, 5, 6, 7, and 8. By W. W. Charters, Mabel F. Rice, and E. W. Beck. Paper, 71 pp. The Macmillan Co., New York. Good sportsmanship and fair policy are the keynote of these booklets, designed to inculcate moral principles in the pupil's life. Stories with a moral, followed by

(Concluded on page 25A)

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(Concluded from page 22A)

thought-provoking questions, are used throughout, but nowhere is a religious motive considered.

An Index of Catholic Biographies. Compiled by Stephen J. Brown, S.J. Cloth, 142 pp. Central Catholic Library Association, Inc., Dublin. Nearly 10,000 collective and individual biographies are recorded in this volume. Every walk of Catholic life is represented, from the earliest Roman martyrs to Matt Talbot, from St. Peter to the Little Flower, from St. Mark to G. K. C.

Laboratory Course in Everyday Physics. By Carleton J. Lynde, Ph.D., Cloth, 205 pp. The Macmillan Co., New York. Problems connected with everyday appliances are covered, in addition to mastery of fundamentals. Both common weights and measures as well as metric are used in these studies of physical phenomena.

Problems in Teaching Secondary-School Mathematics. By Ernst R. Breslich, Cloth, 348 pp. The University of Chicago Press, Chicago. This book is concerned with the specific problems which the teacher meets in algebra, geometry, and trigonometry. Advice is given not only about ways to teach these subjects, but the best way, in the author's opinion, to teach certain fundamentals.

Monthly Mass—Missa Solemnis. By Rev. Remy Zadra, with organ accompaniment. Published by the author at St. James Church, 27 Allen Street, Jamestown, N. Y.

Our United States. By James A. Woodburn, Thomas F. Moran, and Howard C. Hill. Cloth, 779 pp. Longmans, Green and Co., New York. Historical events occurring in the United States from the discovery of America to the present administration are recorded in this text for upper grades and junior-high-school use.

Teaching the Child to Read. By Samuel W. Patterson. Cloth, 524 pp. Doubleday, Doran and Co., Garden City, N. Y. Designed as a basal text for normal-training classes, this book of theory and practice advocates a modified case system. Physiological, psychological, and hygienic aspects of reading are considered in turn.

The Outdoor World. Books I, II, and III. By Paul G. Edwards and James W. Sherman. Cloth. Little, Brown, and Co., Boston. These nature-activity readers begin with the wonders of autumn, proceed to the sleepy winter season, and finally end with spring life. Under these three divisions, birds, trees, animals, insects, plants, and natural phenomena are classified.

Learning to Live with Christ in the Liturgy. By Mother Mary Teresa Tallon. Cloth, 311 pp. The Parish Visitors of Mary Immaculate, 328 West 71st Street, New York. The author seeks to provide practical considerations, based on the Missal, of interest to students, parents, and teachers for the promotion of Catholic life inspired by the liturgy.

The Science of Everyday Life. By Edgar F. Van Buskirk, Ph.D., Edith L. Smith, A.B., and Walter L. Nourse, A.B. Cloth, 620 pp. Houghton Mifflin Co., Boston. Five units, describing air, water, foods, protection, and work of the world, comprise this study of general science for children of junior-high-school age.

Misericordia Readers, Six and Seven. By the Sisters of Mercy. Cloth. Rand McNally and Co., Chicago. Perhaps the main asset that marks these readers as individual is their emphasis of vocational material. The authors, through their work, show the importance that may be attached to the problems of life occupations. The format of these readers is of unusual beauty.

Furniture: Its Selection and Use. A booklet prepared and issued by the National Committee on Wood Utilization, of the U. S. Department of Commerce. The booklet represents an outline of a study course in home planning and furnishing and is the result of an extended study by a group of specialists. The material is divided into five groups, comprising individual considerations, materials, construction, styles, and care and repair of furniture. The discussion leader is urged to give some study and attention to the particular phase of the subject assigned, and to reading of the corresponding portion of the text in order to gain an adequate idea of the problems involved. A list of collateral reading has been appended for the benefit of the teacher.

Cumulative Reading Record. By W. Wilbur Hatfield, Chicago. This card provides space in which the pupil may record voluntary and required reading, and the teacher may enter the scores of reading tests.

Office of Education Publications

Recent publications of the U. S. Office of Education include *Current Practices in the Construction of State Courses of Study*, Bulletin 1931 No. 4, *Statistics of Public Society and School Libraries*, Bulletin 1930 No. 37, *School Health Activities in 1930*, Pamphlet No. 21, *Record of Current Educational Publications*, *Educational Director Bulletin 1931 No. 1*. Inquiries concerning these publications may be addressed to the U. S. Office of Education, Department of the Interior, Washington, D. C.